

SCHOOL RENEWAL PLANS

School Name: Cowpens Elementary School

School Telephone: 864-279-6300

School Address 341 Foster Street
Cowpens, SC 29330

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The school renewal plan, or annual update of the of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Required Printed Names and Signatures***Chairperson, Board of Trustees***Mr. Eddie Dearybury
Printed Name_____
Signature

Date

SuperintendentDr. James O. Ray
Printed Name_____
Signature

Date

School PrincipalCindy Snead
Printed Name_____
Signature

Date

Chairperson, School Improvement CouncilHolly Norris _____
Printed Name_____
Signature_____
Date

DRAFT

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS
(Mandated Component)

List the names of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

	Position	Name
1.	Principal	Cindy Snead
2.	Teacher	Christi Atkins
3.	Parent/Guardian	Susan Kelley
4.	Community Member	Ric Makupson
5.	School Improvement Council	Holly Norris
6.	Others* (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

Position	Name
Delene Comer	Teacher
Angela Bellamy	School Counselor
Dana Rutkowski	Teacher
Crystal Saar	SIC Member

* **REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL RENEWAL PLANS

Act 135 Assurances

Assurances, checked and signed by the principal, attest that the district complies with all applicable Act 135 requirements.

- Academic Assistance, PreK-3**
The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- Academic Assistance, Grades 4-12**
The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.
- Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.



Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.



Collaboration

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).



Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.



Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.



Developmentally Appropriate Curriculum for PreK-3

The school ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.



Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their Children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.



Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Signature of Superintendent

Date

Signature of Principal

Date

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**SPARTANBURG SCHOOL DISTRICT THREE
2011-2016**

<p>BELIEFS – (convictions)</p> <p>We believe that . . .</p> <ul style="list-style-type: none"> • All people have an inherent potential to learn. • All people have worth. • All people are unique, and diversity strengthens the group. • The family is the foundation of society. • Equal educational opportunity is critical to our society. • People are our greatest resource. • Learning is a lifelong process. • Supportive community involvement is essential for effective education. • Public education is the foundation of a democratic society. • The needs of children come first. • Education empowers the individual. 	<p>MISSION STATEMENT – (our purpose and what we want to do)</p> <p>The mission of Spartanburg School District Three...steeped in history, focused on the future...is to equip our students to thrive economically as productive citizens by ensuring challenging and relevant learning experiences in a healthy, safe, nurturing environment.</p> <hr/> <p>PERFORMANCE OBJECTIVES – (desired, measurable and end results)</p> <ul style="list-style-type: none"> • One hundred percent of our students will master or exceed essential grade-level achievement standards. • One hundred percent of our students will successfully complete their individual achievement goals. • One hundred percent of our students will complete their Individual Graduation Plan and be equipped to enter post-secondary education or their career choice after graduation. • One hundred percent of our students will develop positive character traits and civic virtue through school programs and service to our community.
<p>PARAMETERS – (fundamental rules)</p> <ul style="list-style-type: none"> • We will always make decisions in the best interest of students. • We will never sacrifice the safety and security of students and staff. • We will always give priority to the preK - 12 instructional program. • We will always deal honestly and fairly with people and issues. • We will never tolerate harassment or discrimination in any form. • We will never give up on a child. 	<p>STRATEGIES – (how the district will meet its objectives)</p> <ol style="list-style-type: none"> 1. We will develop a comprehensive, dynamic program to address social, educational and economic issues impacting the school. 2. We will effectively use financial and human resources to implement an appropriate learning program that includes academic, career, social and cultural competencies. 3. We will actively pursue additional funding resources to support and improve the education process. 4. We will share our district's unique story by marketing our successes to encourage economic development, new housing and pride in the district. 5. We will implement a process to guide students and parents to achieve high educational aspirations.

History and Demographic Information

Cowpens, South Carolina is a historic southern mill town with a population of 2,460. Unemployment caused by industry closings has left over one third of the households in the community without income earnings. The current unemployment rate is 12.3% and nearly 17.8% of the population lives below the poverty rate. 34% of the adult population (age 25 and over) does not have a high-school diploma or equivalency. Nearly 80% of working adults are in lower paying, blue collar jobs. Despite these discouraging statistics, a variety of small retail shops and restaurants have opened in an attempt to revitalize Main Street. Cowpens continues to be a close knit community that values its connection to the past and is committed to building a positive future.

Cowpens Elementary School is a public school that was built at 341 Foster Street in 1980. We are truly a community school nestled in the center of town. It is not uncommon to see the majority of the town's residents turn out for our fall festival. Cowpens' big event each year is the Mighty Moo Festival where past and current crew members from the USS Cowpens are welcomed back for a celebration. The school hosts the Mighty Moo Crew dinner and beauty pageant annually. We also open our doors to our town every Tuesday and Thursday night for exercise classes with over 50 participants.

The total enrollment of the school, which has steadily risen over the last several years, is currently at 419. We currently have thirty-eight students enrolled in the ESOL program. Forty four-year old students are served in two half-day sessions. There are three full-day kindergarten classes to serve our five-year olds. We also have three classes at each grade level with the exception of second grade where we had a need for an additional class. Resource is provided by both a full-time and a part-time instructor. Academic Atlas and Music and Art Atlas allow us to serve our gifted and talented students. HeadStart is housed in our building to serve at-risk three and four year olds from our community. As a Title I School, 64.7% of students currently qualify for free or reduced lunch.

Enrollment Summary	
4K	40
5K	55
Grade 1	50
Grade 2	72
Grade 3	59
Grade 4	66
Grade 5	77

Ethnicity	
Asian	3
African American	44
Hispanic	43
White	311

Special Services	
SP	54
LD	34
HH	2
AU	1
EM	1

Gifted and Talented	
Academic Grade 3	4
Academic Grade 4	8
Academic Grade 5	8
Art and Music	22

Cowpens Elementary School received an “Average” overall rating and a “Good” improvement rating on our state report card in 2006, 2007, 2009 and 2010. We also met the stringent federal requirements for Adequate Yearly Progress during the same years. As a result of everyone’s hard work, Cowpens Elementary School received the

Palmetto Silver Achievement Award for each of the last 5 school years. We were also named a Palmetto Showcase School in 2006, 2007 and 2008.

AYP and School Report Card Rating

Year	Met AYP	Absolute Rating	Improvement Rating
2006	Met	Average	Good
2007	Met	Average	Good
2008	Not Met	Average	Average
2009	Met	Average	Good
2010	Met	Average	Good

Annual yearly progress is determined by the percentage of students meeting the No Child Left Behind requirements. Cowpens Elementary School is measured by thirteen objectives to meet Annual Yearly Progress. We are also measured by our state report card with absolute and improvement ratings.

Year	Award
2005-06	Palmetto Showcase School
2006-07	Palmetto Showcase School
2007-08	Palmetto Showcase School
2005-06	Palmetto Silver Award
2006-07	Palmetto Silver Award
2007-08	Palmetto Silver Award
2008-09	Palmetto Silver Award
2009-10	Palmetto Silver Award
2007-2010	Red Carpet School
2006-07	NSPRA for Website
2006-07	NSPRA for Parent/Student Handbook
2006-07	NSPRA for Annual Report
2007-08	NSPRA for Newsletter
2009-2010	NSPRA for Newsletter
2009-10	NSPRA for Parent/Student Handbook

Technology is an integral part of the instructional program in our school. Each classroom is equipped with a Promethean Board and Phonic Ear System. To promote interactive learning and assessment, we have three classroom sets of ActiVoters and two sets of ActivExpressions. In addition to a school computer lab with 25 work stations, each classroom in grades 1-5 is equipped with four computers, and each kindergarten class has two computers. The core portion of our facility is wireless which allows teachers to access 28 wireless laptops available for checkout through the media center. Teachers utilize a number of technology applications for lesson planning,

differentiated instruction and data analysis. Applications include Compass Odyssey (also accessible by students at home), Envision Online, United Streaming, PhotoStory, Echalk, TestView and Measures of Academic Progress (MAP). This year, we added a Parent Portal feature to keep parents informed of their child's academic progress and assignments.

Executive Summary of Needs Assessment

Annual Yearly Progress has been met in four of the past five years. Cowpens Elementary has received an absolute rating of "Average" and an improvement rating of "Good" on the school report card in four of the past five years. Measures of Academic Progress data for 2009-2010 indicates growth above the 50th percentile compared to the NWEA norms for reading and mathematics.

In English Language Arts, as measured by the PACT and PASS tests between 2006 and 2010, both African American and ESOL students show an overall slight decline. The percentage of students receiving subsidized lunch who met the standard in ELA has increased on both PACT and PASS. The percentage of African-American meeting the standard on PACT in ELA declined and then rose to the original percentage from 2006-2008. On PASS, we saw an increase in 2009 and a fraction of a decline in 2010. Considering the years that ESOL numbers were significant enough to report the percentage of students scoring proficient or above on ELA, we had an increase in 2009 and then a decline in 2010. Other subgroups such as subsidized lunch, full pay and white students showed improvement between 2006 and 2010. In 2010, the percentage of students who met or exceeded state reading standards was higher than the state average in all grades tested. Examination of 2009-2010 fall to spring MAP Reading growth data showed that percentages from "above average" to "high performing." Developmental Reading Assessment results for 2009-2010 indicate that while we have greatly increased the number of students reading on grade level in the primary grades, we need to focus on grades 1 and 2 where we are not witnessing the carry over as

much as at the end of 5K. PASS Writing data for 2010 demonstrates improvement in grades 3 through 5. In grades 3 and 4, students moved from “not met” to “met”, however; students also moved from “exemplary” to “met”. In grade 5, students’ scores improved in both the “met” and “exemplary” categories. There is a need for continued balanced literacy professional development with an emphasis on reading comprehension and writer’s workshop. We initiated implementation of balanced literacy in kindergarten through second grade in 2006. A reading intervention program, Language Enrichment Acceleration Program (LEAP), began in 2008-2009. LEAP serves kindergarten and first grade students and provides small group instruction which focuses on the areas of comprehension, decoding and creating written responses.

Each subgroup of students demonstrated improvement in math as measured by the PASS test in 2009 and 2010. PACT results from 2006 to 2008 shows the percentages of students who scored proficient and advanced in math declined for those receiving subsidized lunch. African American students had a drop in 2007 and rose again in 2008. In 2010, the percentage of students who met or exceeded state math standards was higher than the state average in all grades tested. Math MAP, 2009-2010 fall to spring reports, show that between 66% and 83.6% of students in grades 2 through 5 met their growth targets. In 2008, we purchased Math Out of the Box kits and provided professional training for teachers. Math instruction includes hands on lessons, use of math notebooks and use of the Pearson math basal which has on-line lessons to differentiate instruction. There is a need for further professional development to implement a math curriculum that uses strategies from Math Out of the Box, the adopted textbook and on-line resources. Teachers will continue to work on the math curriculum to build lessons and assessments that are aligned with the standards while focusing on concept development, critical thinking and problem solving.

The PACT scores in science between 2006 and 2008 were varied according to grade level. Third grade students tended to move out of “below basic” into “basic.” Fifth grade showed an increase in “proficient” and “advanced’ students over the three year period. PASS scores from 2009 and 2010 indicate an increase in “exemplary” and “met” categories in grades 3 and 5. In 2010, the percentage of students who met or

exceeded state science standards was higher than the state average in all grades tested. Science kits are used in conjunction with science notebooks and an emphasis is being put on teachers using the learning cycle. The learning cycle stresses concept development and student application of learning. PACT Social Studies scores indicate an increase in “advanced” and “proficient” in grades 3 and 5. Grade 4 showed a decline across the board. 2009-2010 PASS scores demonstrate a rise in “exemplary” and “met” students in grades 3 and 5. Grade 4 results showed a drop in the “exemplary” category and a rise in the “not met” category. In 2010, the percentage of students who met or exceeded state social studies standards was higher than the state average in grades 3 and 5. We will continue to integrate social studies with ELA. There is a need to examine science instruction and assessment with a concentration in grade 4. Teachers will continue working with the district instructional coaches to integrate the curriculum, align instruction and assessments with the state standards and implement strategies for active student learning. District instructional coaches will work this year to provide professional development to strengthen science and social studies instruction and align assessment with the curriculum indicators.

All teachers are highly qualified. All instructional faculty and staff are highly qualified. The certified staff includes a reading teacher, a special-education teacher, a school counselor, a physical education teacher, a music teacher, an art teacher and a media specialist. There is also a speech therapist and a PAT home visitor. Academically gifted students are served through a pull out model with an itinerant teacher. Gifted art and music students are served during an after- school program. An ESOL teacher serves our students and two other elementary schools. Our support staff includes a secretary/Power School clerk, a bookkeeper, a nurse, 3 fulltime custodians and 4 cafeteria employees. We have a computer lab assistant, a media assistant, 3 kindergarten assistants and 3.5 instructional assistants. Our teachers are dedicated to improving education and have demonstrated leadership in our district and state. Teachers serve on the School Improvement Council Committee, our school intervention team, the Behavior Committee and the Principal’s Advisory Committee. Six of our teachers are Nationally Board Certified.

The percentage of teachers who are satisfied with the learning, social and physical environment and with home school relations continues to be above 93%. The percentage of students' satisfaction rates averages 88.5% over the five year period in all three areas. A review of parent surveys shows a lower percentage average of 84% which is less than students and teachers for reporting satisfaction with the learning, social and physical environments and school/home relations. We will continue to encourage parents to attend parent/teacher conferences. The percentage of parents attending conferences has been at 99% or above for the past five years. A continued effort will be made to enhance communication through class and school newsletters and keeping information current on our school web page. We added "Family at School Night" in 2009 to increase programs designed to inform families of instructional practices. The Parents As Teacher (PAT) instructor and school counselor are working in collaboration with our preschool teachers to provide parenting workshops. The school counselor and principal offer workshops to help parents understand the school report card. A positive learning environment is provided through our positive behavior plan, character education program and additional clubs and programs for students. We will continue to evaluate programs and their impact on student achievement. Local business partners provide resources as sponsors, mentors, volunteers and funding. We are working with the district to revise all safety procedures, provide table top activities for crisis management and develop consistent emergency codes between the district schools.

The district expectation for performance on the PASS test is for 100% of classrooms to have an absolute rating of at least a 3.0%. The percentage of teachers at Cowpens with at least a 3.0% absolute rating is 90%. The areas of greatest need for improvement of student achievement are science and social studies. We are continuing to work toward full implementation of balanced literacy as our framework for instruction of English Language Arts from kindergarten through fifth grades. Students in third through fifth grades, scoring below the thirty-fifth percentile on MAP or at the not met

level of PASS will attend an extended day program before and after school and or receive tutoring during the school day. This summer, we will offer an enrichment program to students completing kindergarten, first and second grade. We are confident these efforts and professional study will increase student performance in reading and writing to better serve the needs of our changing population. Teachers will continue to conduct parent and student conferences to explain PASS scores, review student progress, set goals and develop academic assistance plans.

Data and Analysis for Student Achievement

DIAL 3

The DIAL 3 is administered to three and four year olds enrolled in pre-kindergarten programs. When analyzing the pretest and post-test data from 2007-2010, growth is observed in all three areas.

DIAL-3 Average Percentile of 4K Students

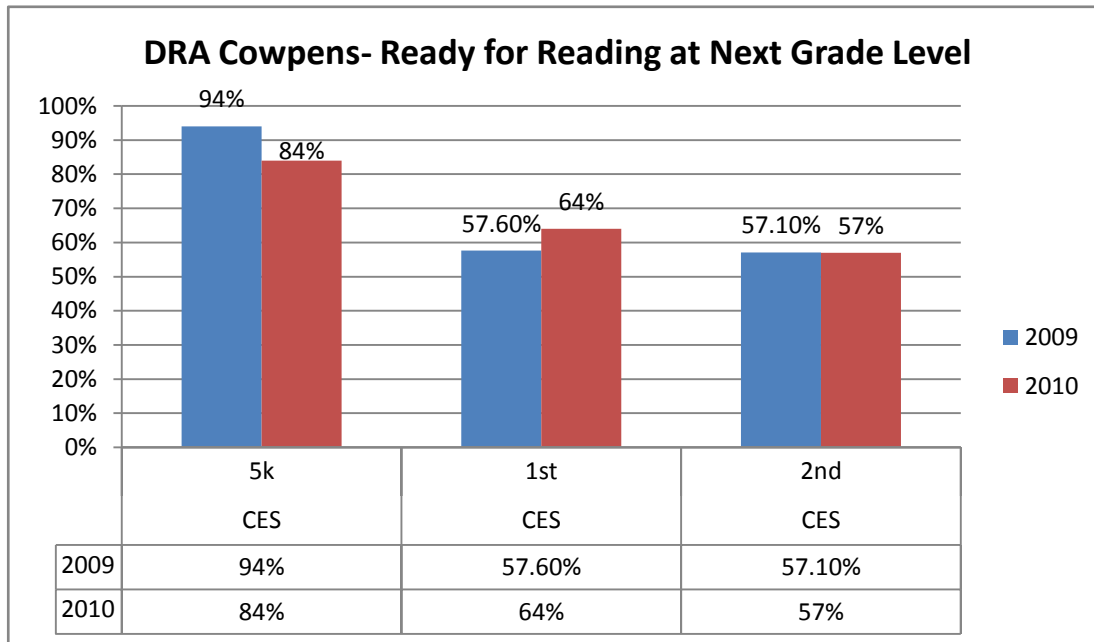
	Motor			Concepts			Language		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Pretest	19	27.7	51.3	18.8	14.7	31.8	18.2	14.9	36.7
Post-test	75.9	54.1	81.2	56.4	42.6	67.8	59.9	46.9	68.8

Developmental Reading Assessment

The developmental reading assessment, DRA, is administered to all kindergarten, first grade and second students at least two times a year. Results from the DRA are used throughout the year to place K-1 students in the Language Enrichment Advance Program, LEAP, and to differentiate instruction in the classroom. The DRA is administered to kindergarten and first grade students each nine week period to determine placement for guided reading groups and independent reading.

DRA Data 2008 - 2010: Percentage of Students Scoring On or Above Grade Level

Grade	District Goal for Percentage At or Above Grade Level		Percentage at or Above Grade Level				Percentage Meeting 1 Year of Growth			
	2009	2009-present	09	10	11	12	09	10	11	12
Kindergarten	75%	75%	94	84			94	96		
First	50%	60%	60.7	64			61	78		
Second	50%	60%	57.3	61			87	91		



The goal for growth that we established in August, for 2009-2010, is to have 95% of students make a year's worth of growth and with at least 75% meeting or exceeding grade level as measured by DRA.

Measures of Academic Progress – MAP

Measures of Academic Progress, MAP, is administered to students in second through fifth grades three times a year. Quartile data is analyzed to monitor the progress of all students, inform instruction in the classroom and plan for academic assistance.

MAP Reading: Percentage of Students in Grades 2-5 by Quartile Meeting Target Growth Fall to Spring Administration

Quartile Based on Percentile	Reading	Reading	Reading	Reading
Grade 2	06-07	07-08	08-09	09-10
Low		62%	79%	70%
Mid-Low		71%	89%	78%
Mid-High		50%	50%	67%
High		67%	88%	80%
Grade 3				
Low	36%	63%	35%	86%
Mid-Low	41%	71%	50%	80%
Mid-High	55%	67%	61%	53%
High	50%	25%	78%	50%

Grade 4				
Low	83%	79%	3%	52%
Mid-Low	83%	88%	73%	68%
Mid-High	42%	60%	64%	67%
High	67%	60%	80%	50%
Grade 5				
Low	93%	80%	94%	93%
Mid-Low	88%	93%	75%	53%
Mid-High	53%	71%	58%	70%
High	31%	67%	47%	60%

MAP Math: Percentage of Students in Grades 2-5 by Quartile Meeting Target Growth Fall to Spring Administrations

Quartile Based on Percentile	Math	Math	Math	Math
Grade 2				
	06-07	07-08	08-09	09-10
Low		61%	69%	65%
Mid-Low		62%	75%	58%
Mid-High		45%	70%	100%
High		53%	57%	50%
Grade 3				
Low	57%	74%	83%	88%
Mid-Low	25%	88%	58%	76%
Mid-High	56%	70%	93%	86%
High	67%	63%	56%	64%
Grade 4				
Low	80%	79%	67%	64%
Mid-Low	93%	47%	74%	64%
Mid-High	60%	73%	67%	42%
High	68%	60%	83%	88%
Grade 5				
Low	71%	67%	100%	100%
Mid-Low	33%	89%	81%	76%
Mid-High	45%	76%	94%	82%
High	17%	75%	64%	84%

**School and District Reading Growth Comparisons Against Nation
NWEA Measures of Academic Progress (MAP)**

Rankings above the 50th percentile in the last column represent reading growth that is considered “above average”. Scores that approach or exceed the 70th percentile represent “high performance”* grades in schools compared to 4 million students in more than 4,000 schools.

MAP Reading Growth from Fall 2009 – Spring 2010

Grade	District Percent Meeting Growth Target	Cowpens Percent Meeting Target Growth	District Ranking Against NWEA Norms	Cowpens Ranking Against NWEA Norms
2	70.7	73.6	70 th Percentile	72 nd Percentile
3	69.4	64.9	81 st Percentile	64 th Percentile
4	67.6	59.2	83 rd Percentile	61 st Percentile
5	72.1	67.7	92 nd Percentile	63 rd Percentile

MAP Math Growth from Fall 2009 – Spring 2010

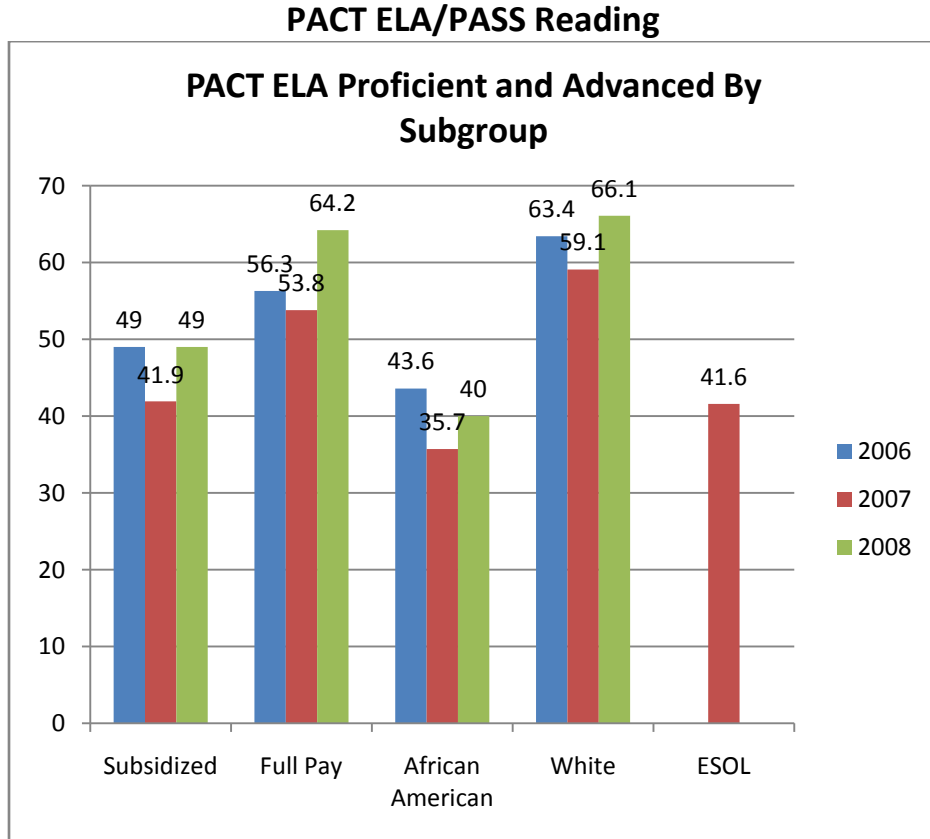
Grade	District Percent Meeting Growth Target	Cowpens Percent Meeting Target Growth	District Ranking Against NWEA Norms	Cowpens Ranking Against NWEA Norms
2	73.1	66	77 th Percentile	69 th Percentile
3	82.9	79.3	96 th Percentile	72 nd Percentile
4	69.0	63.4	73 rd Percentile	66 th Percentile
5	82.1	83.6	92 nd Percentile	77 th Percentile

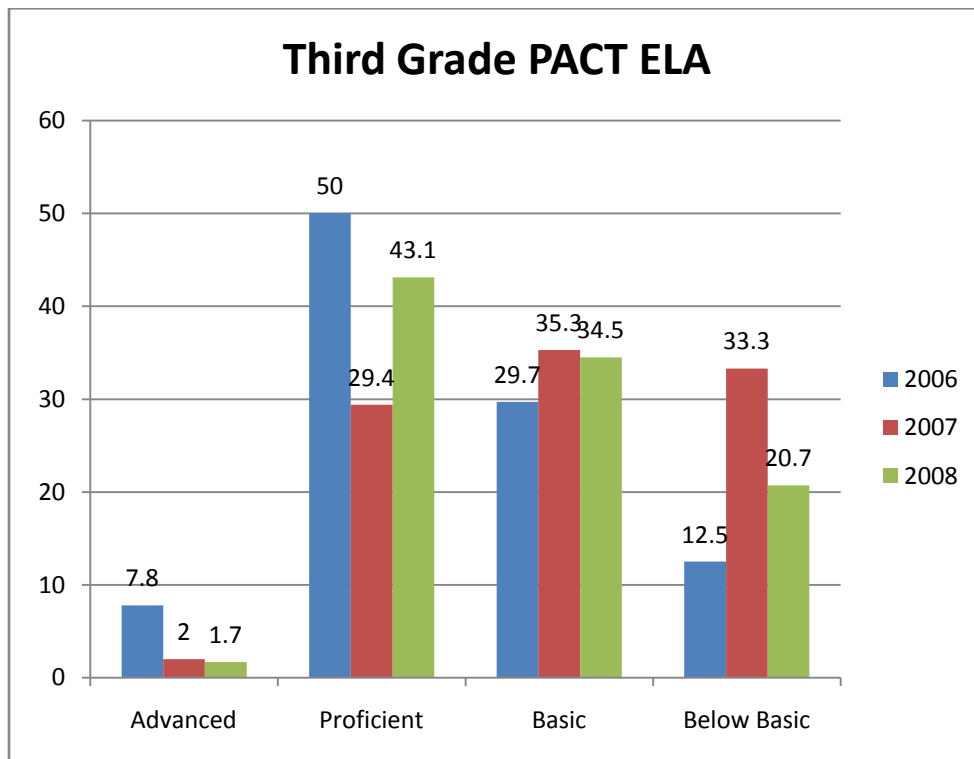
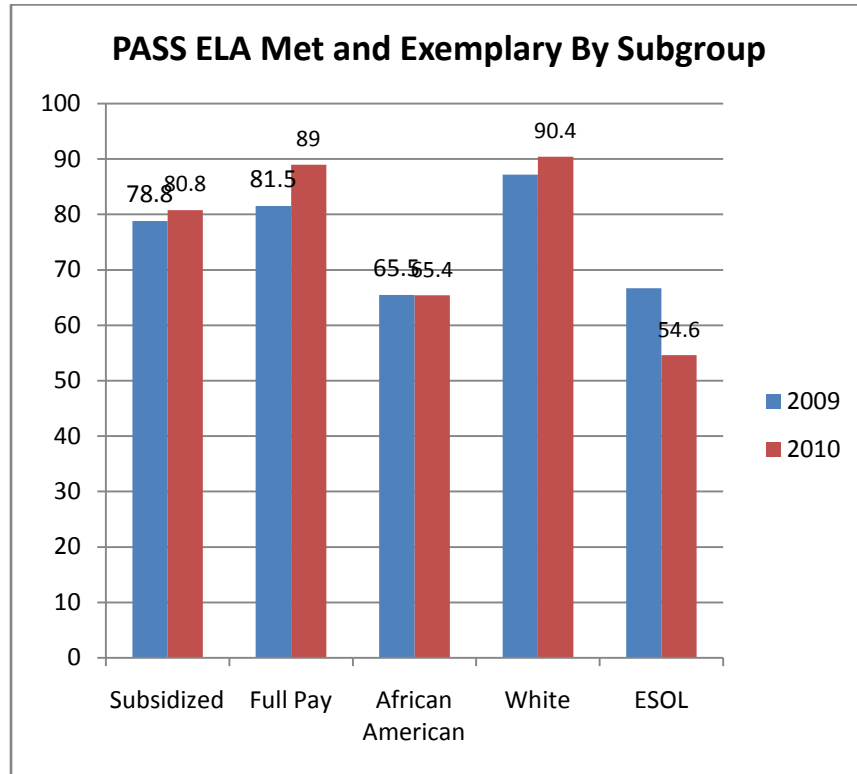
An analysis of growth in reading and math for each quartile shows average to above average growth at all quartiles. A few outlying scores occur at specific years with no pattern noted.

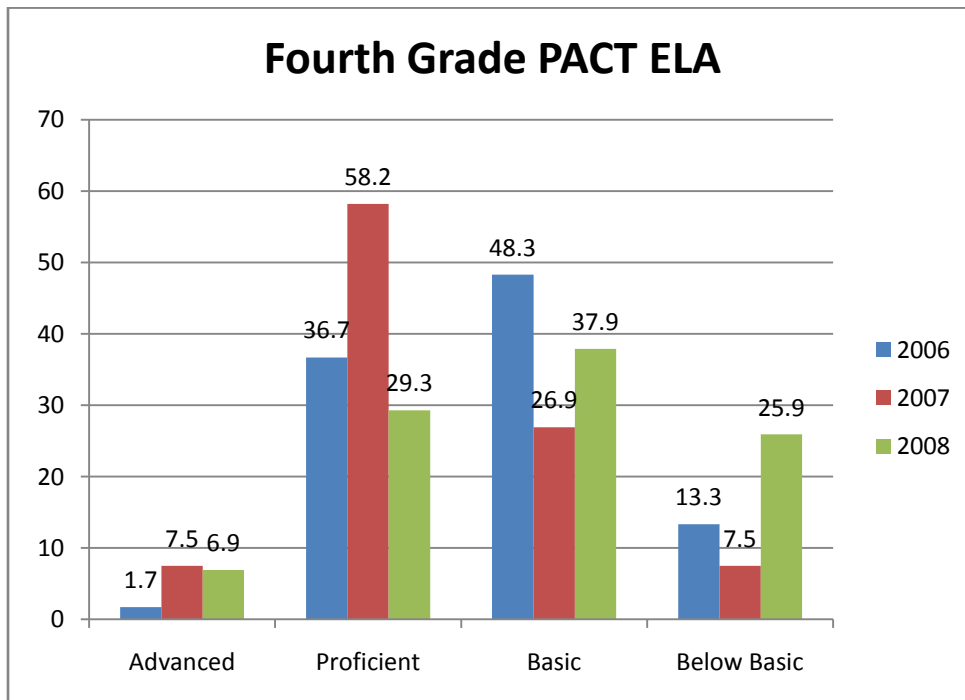
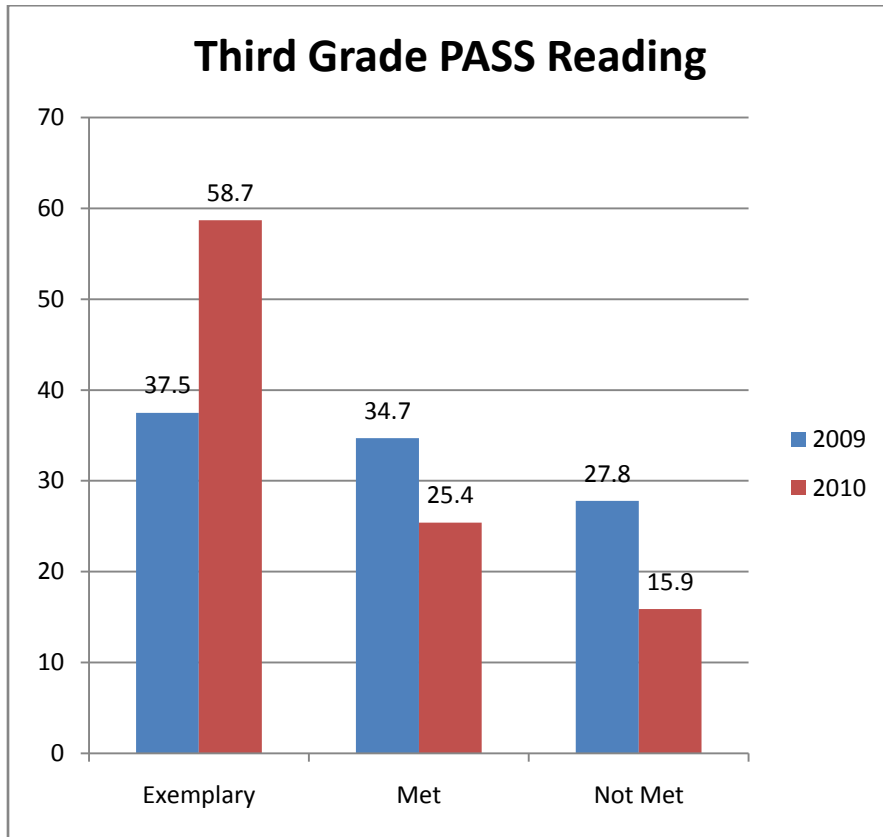
MAP data for 2009-2010 indicates growth above the 50th percentile compared to the NWEA norms for reading and mathematics. Cowpens percentile rank for student growth measured by MAP in reading ranges from the 59th percentile to the 73rd percentile. The percentile rank for math ranges between the 63rd and 83rd percentiles.

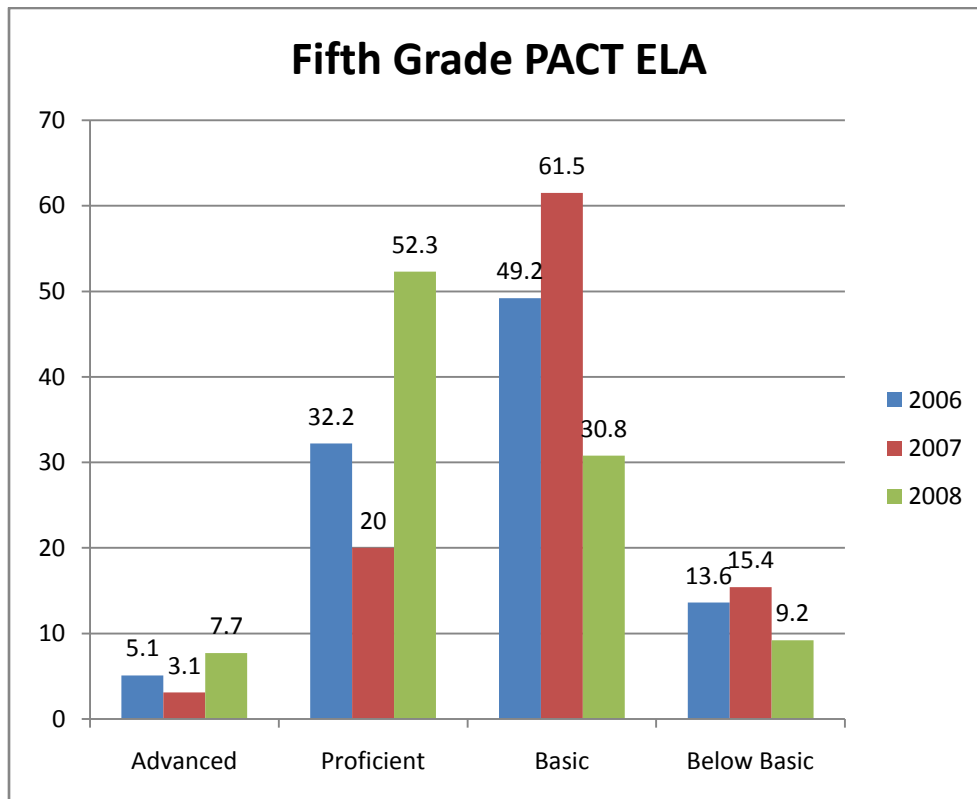
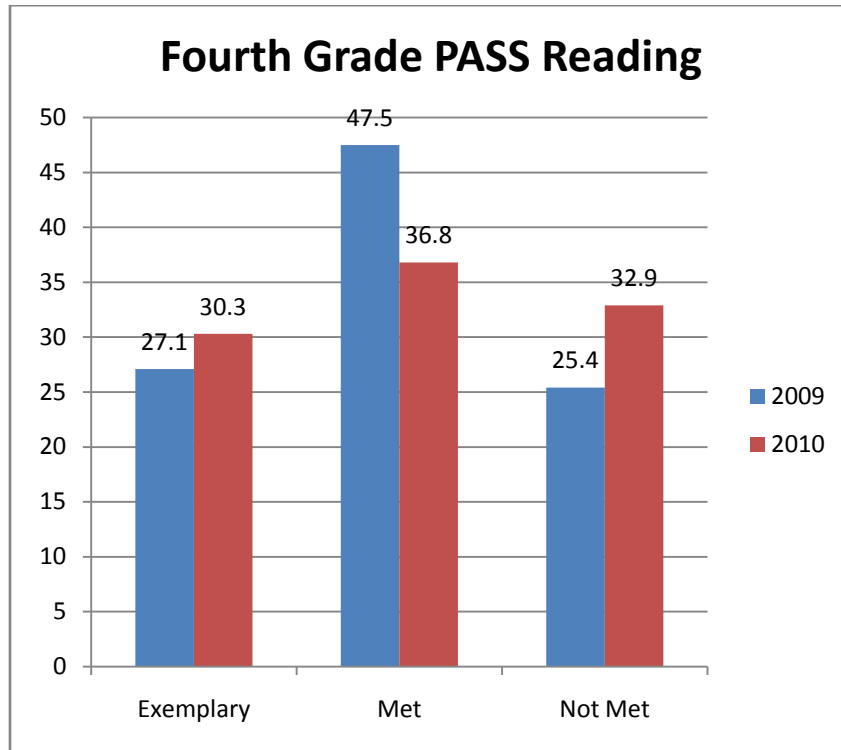
**Palmetto Achievement Challenge Tests 2006-2008
and
Palmetto Assessment of State Standards 2009-2010**

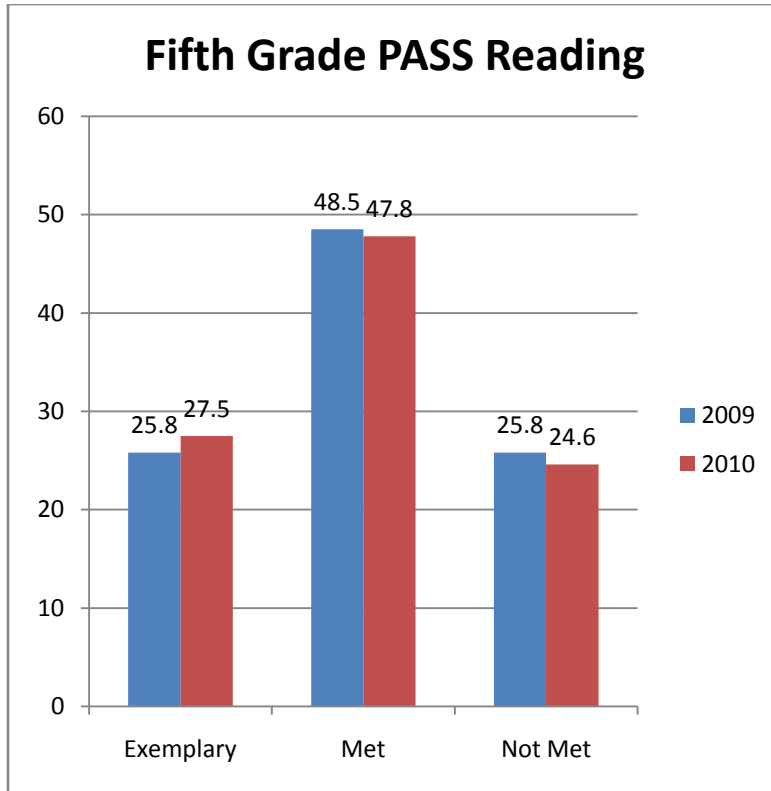
The Palmetto Achievement Challenge Test-PACT was administered as our state criterion referenced assessment from 2001-2008. The Palmetto Assessment of State Standards became the state test in 2009. The data show PACT and PASS by subgroup for ELA and Math and by grade level for ELA, Math, Science and Social Studies.



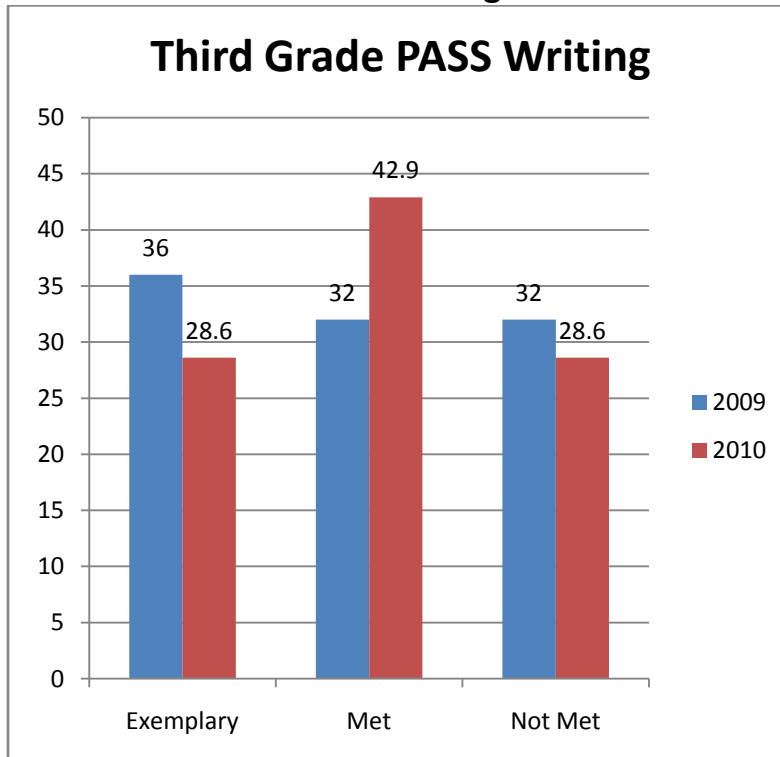


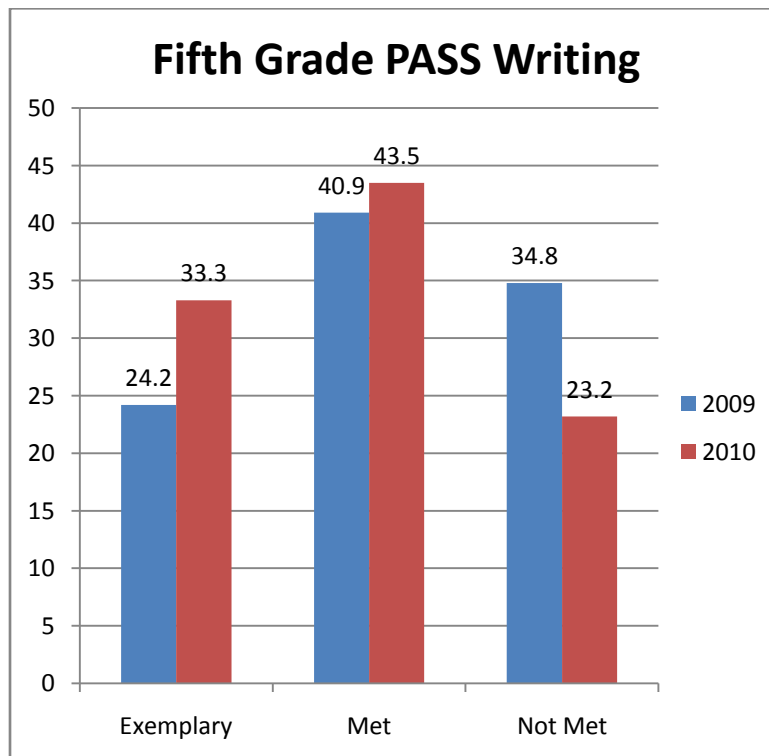
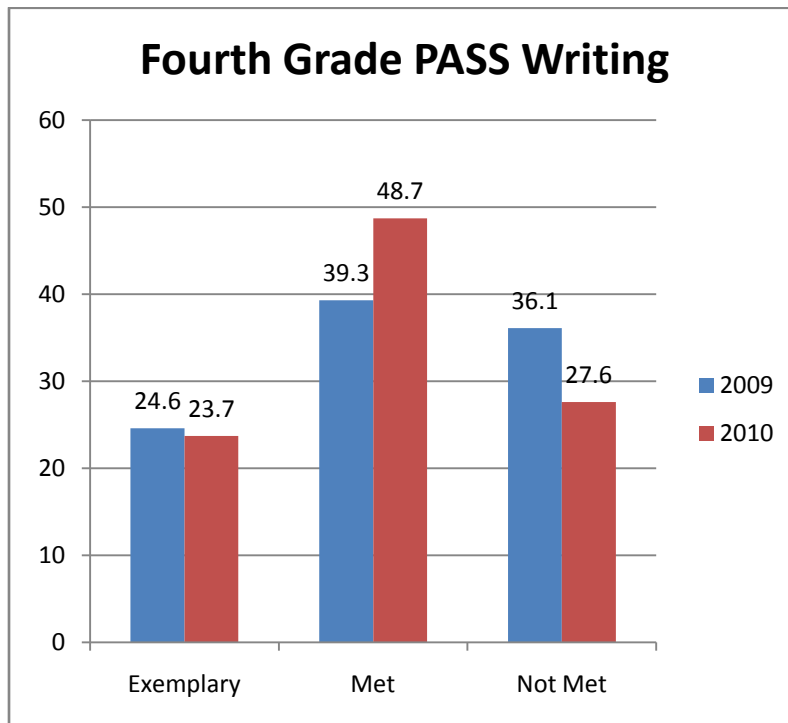




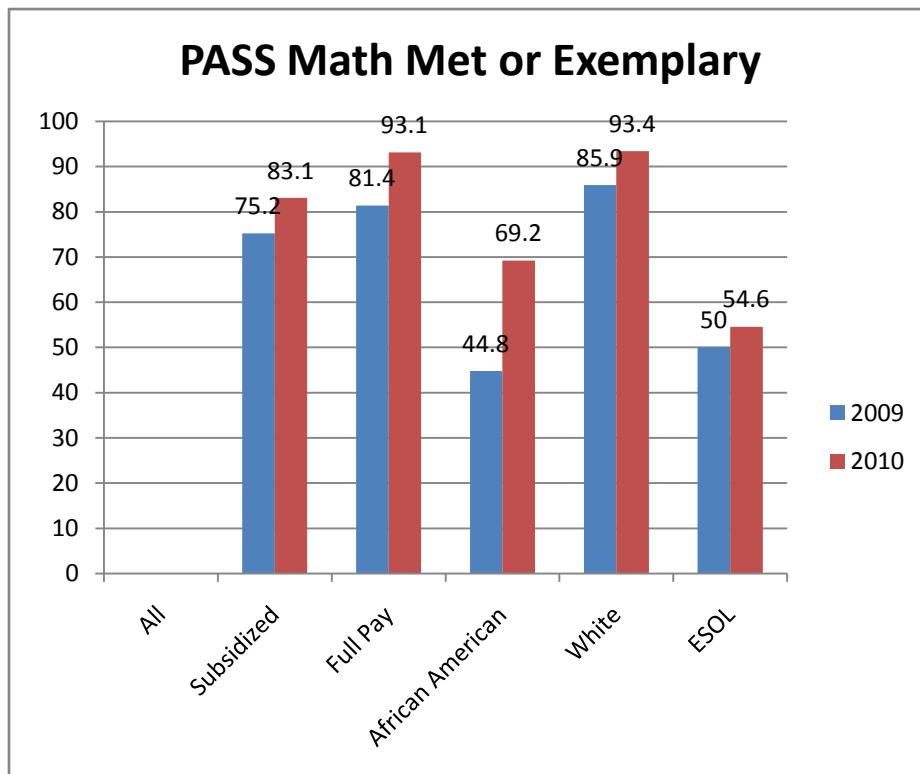
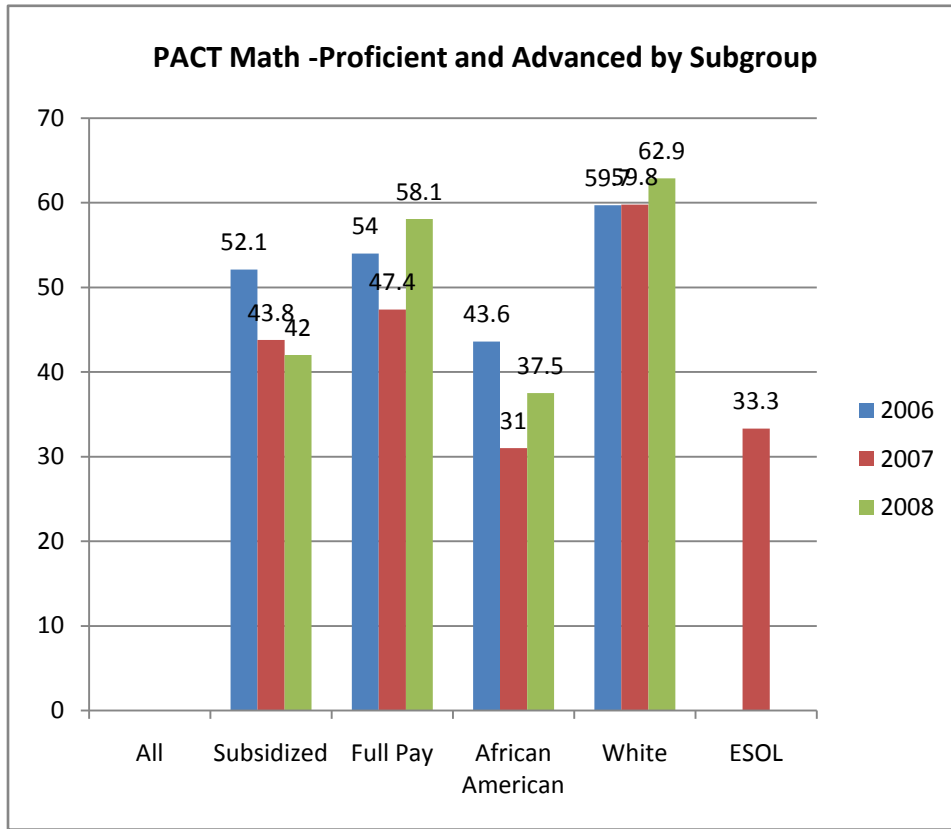


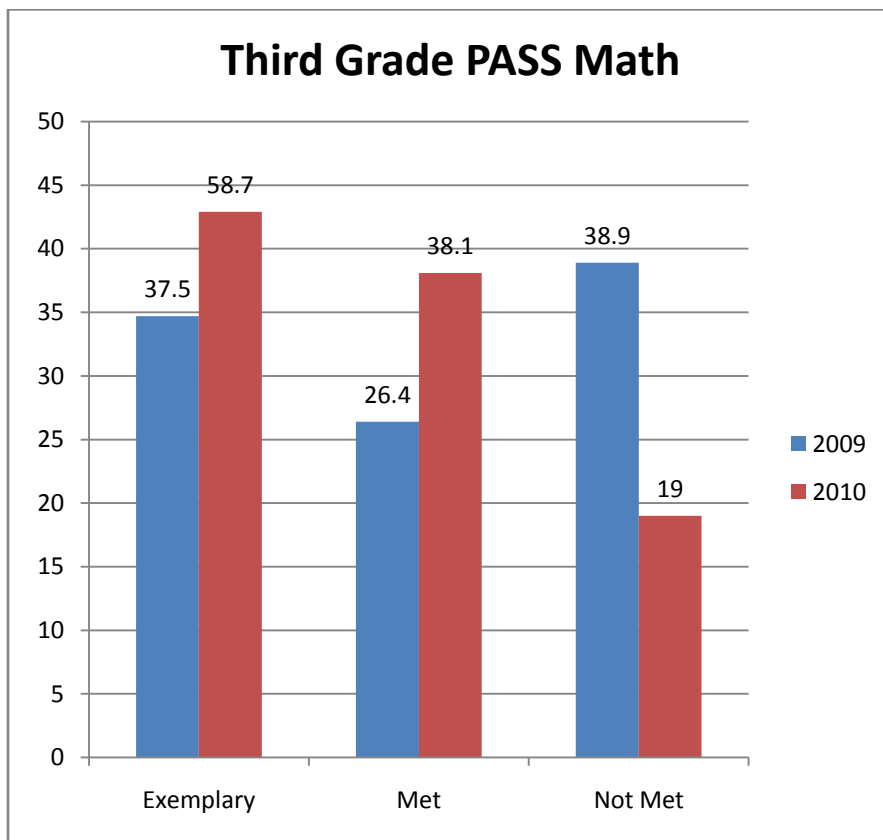
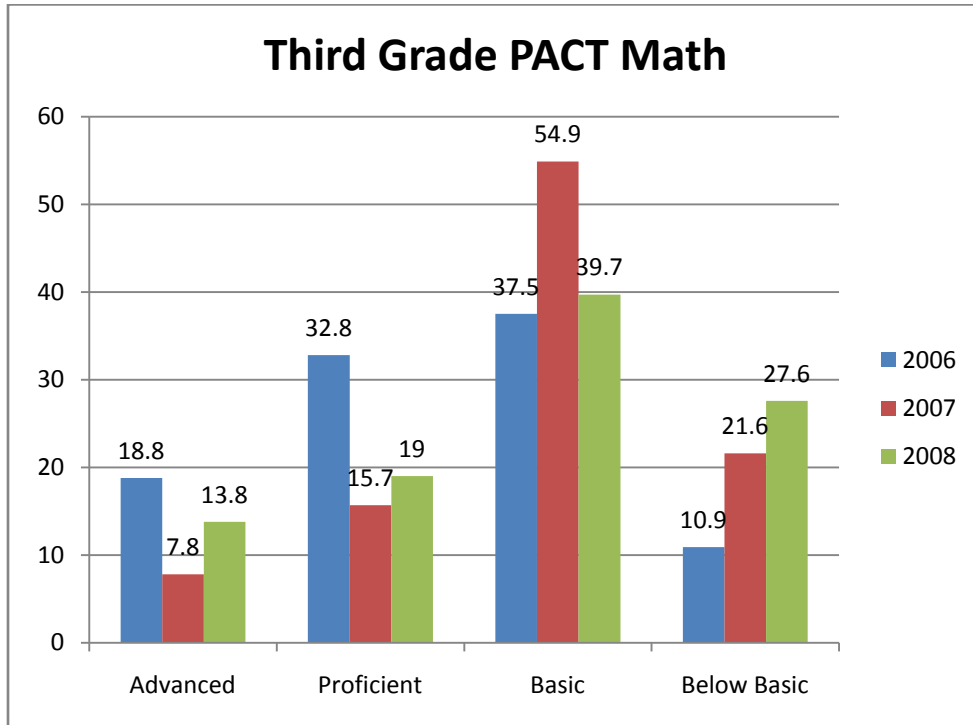
PASS Writing

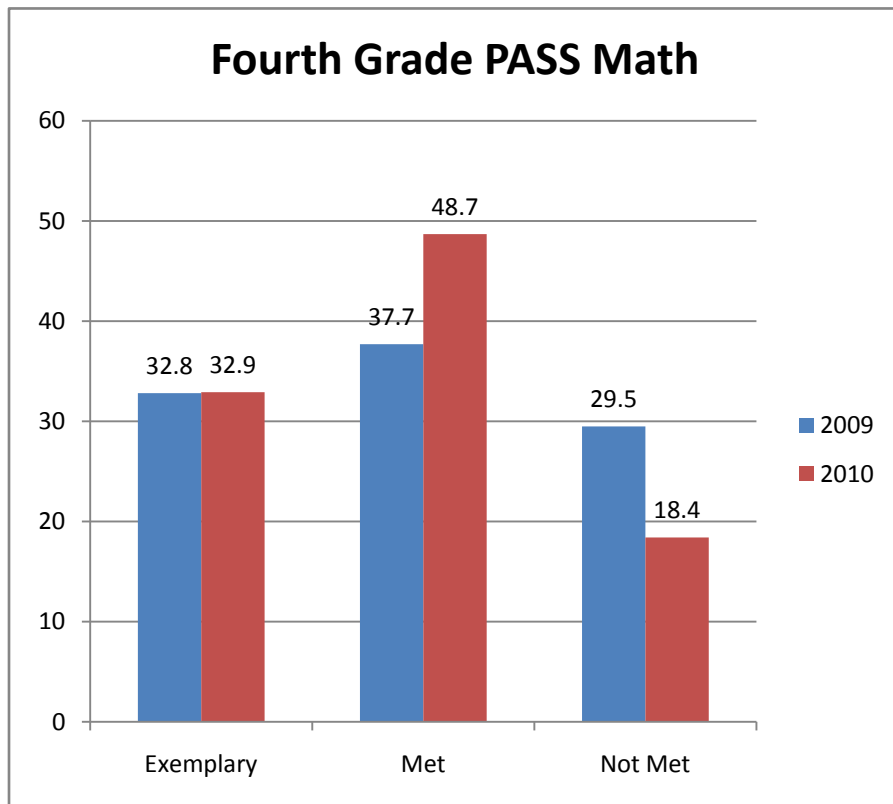
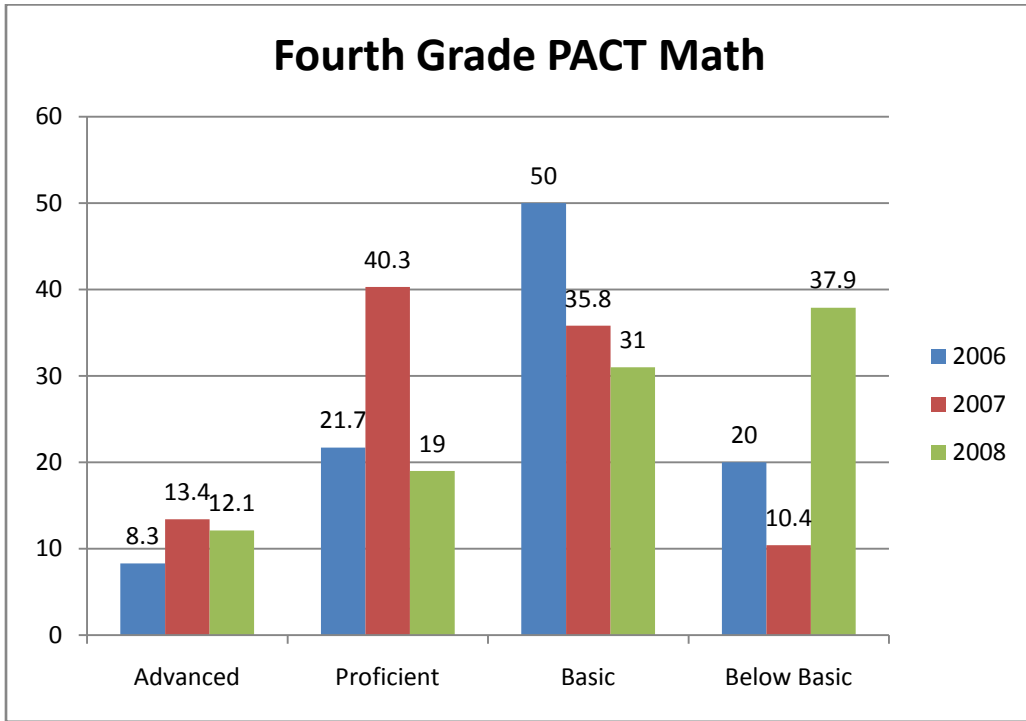


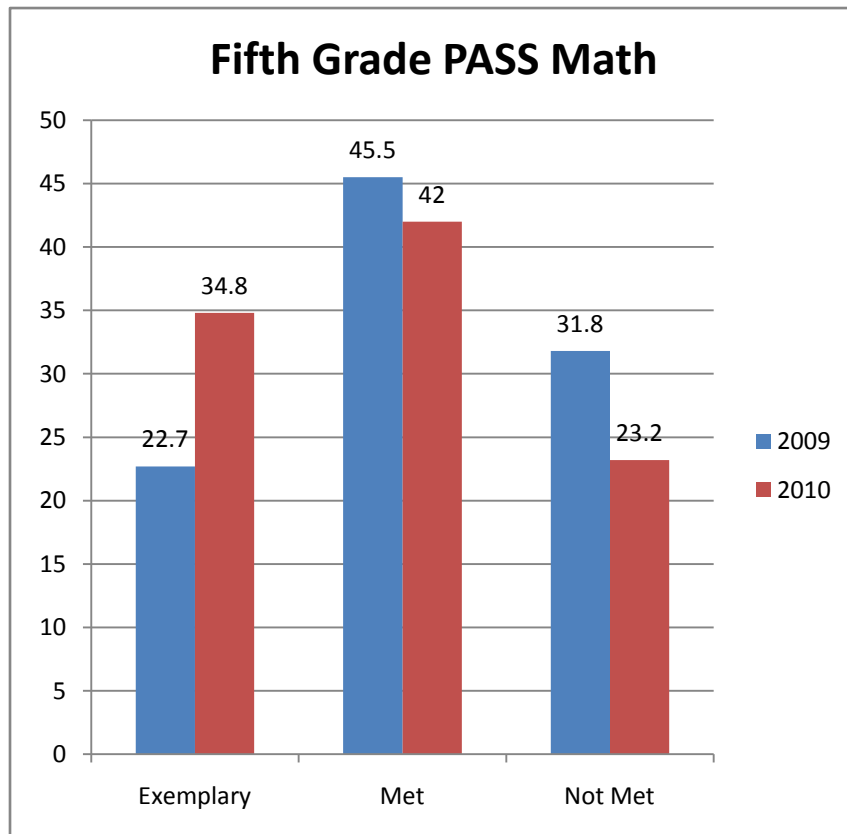
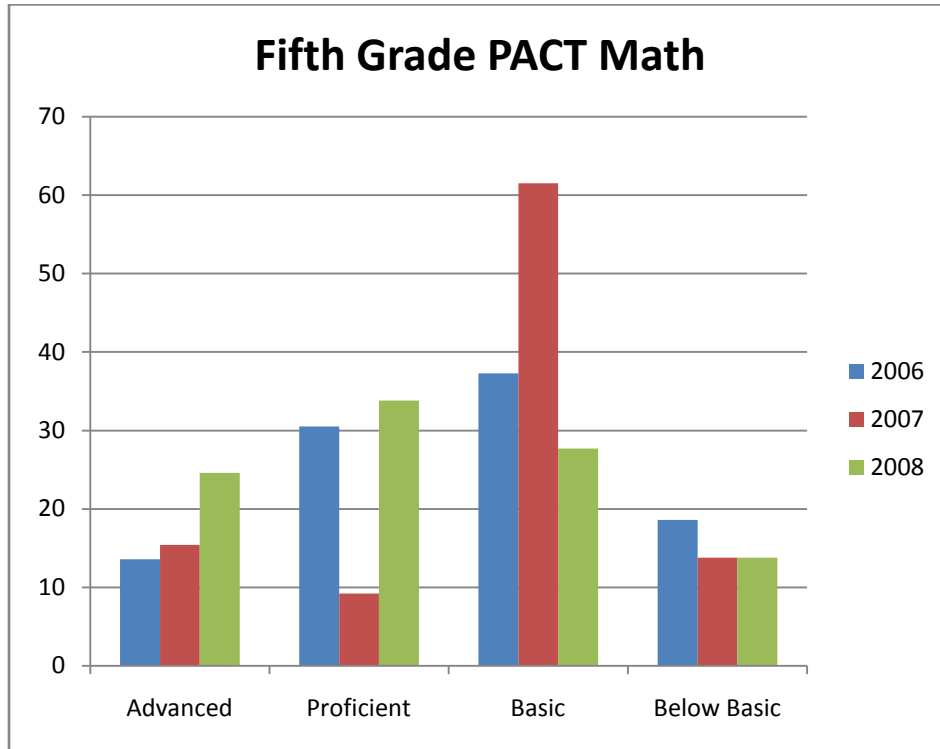


Math PACT and PASS 2006-2010

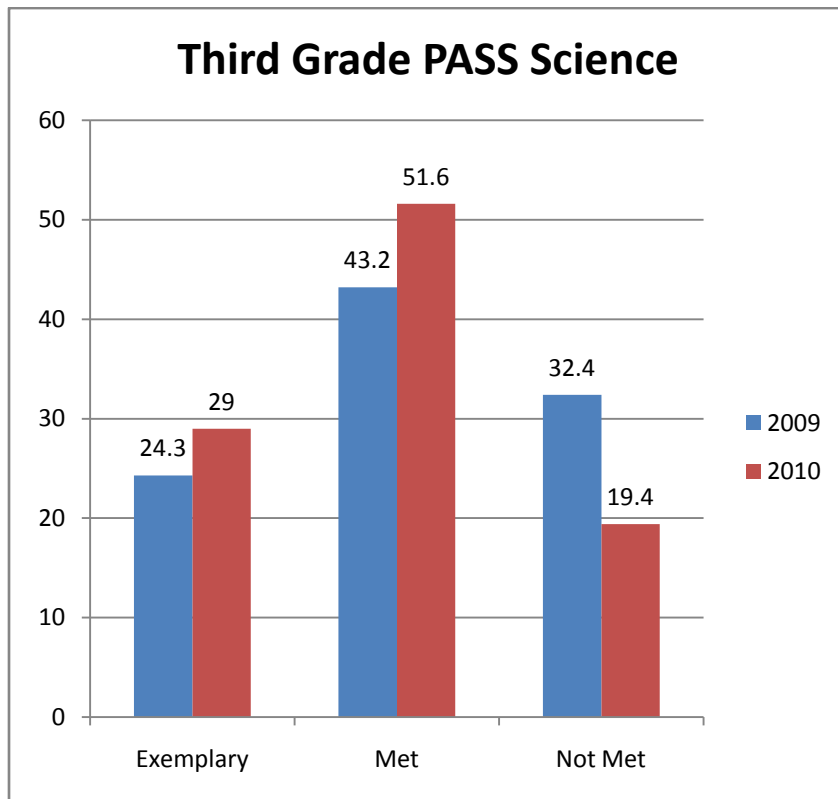
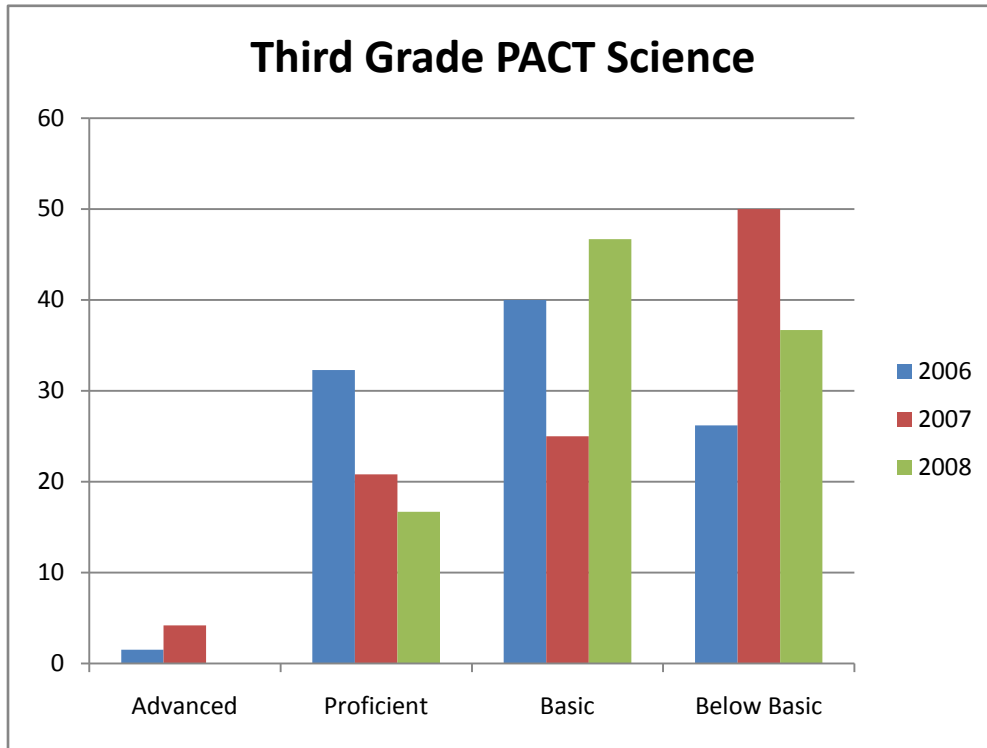


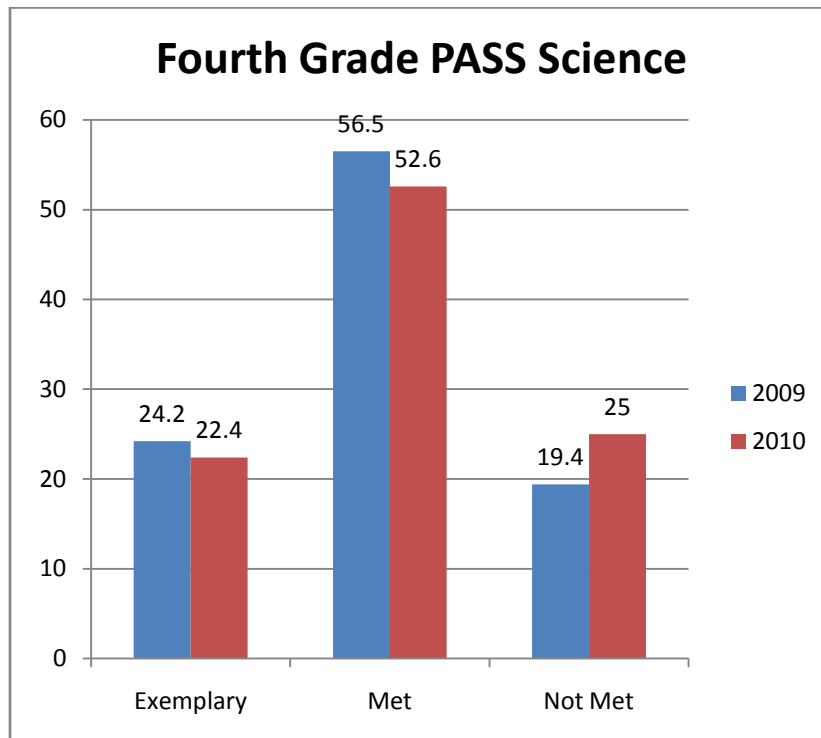
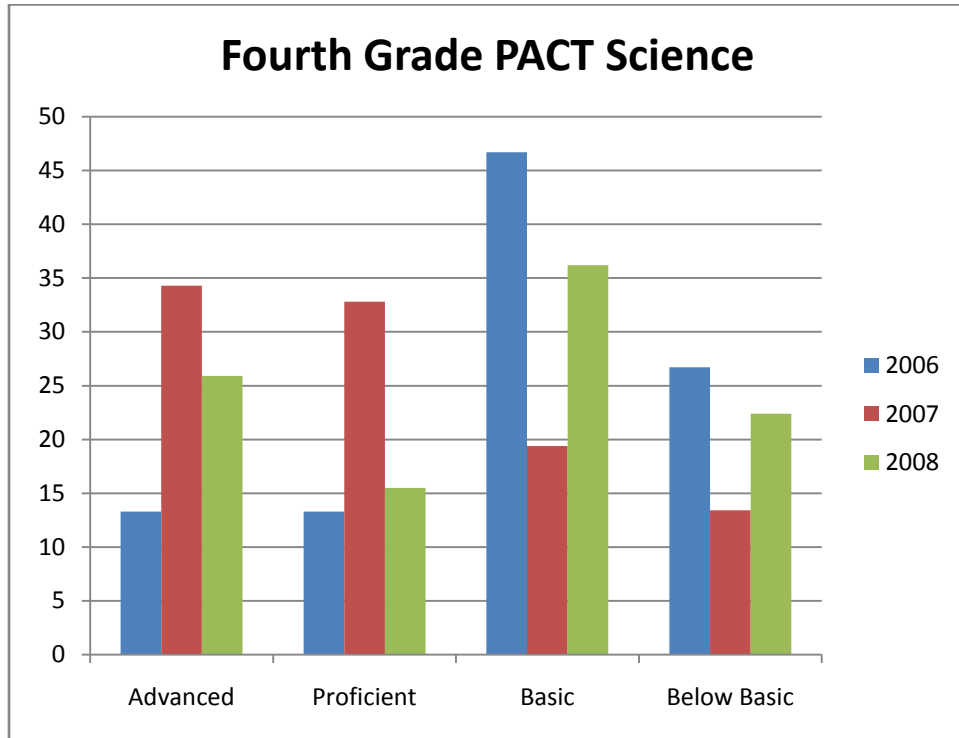


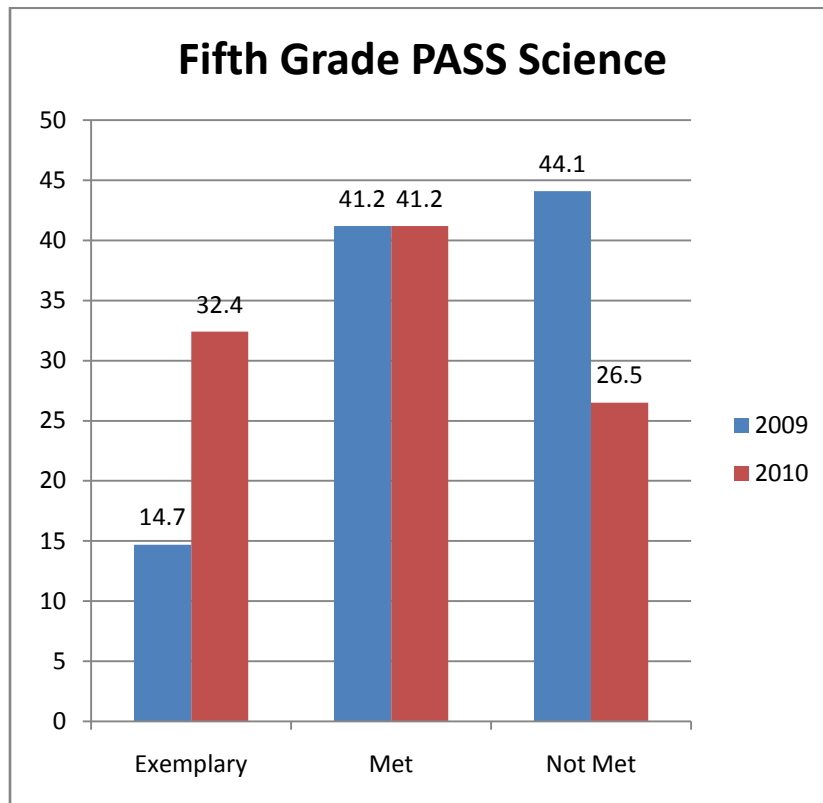
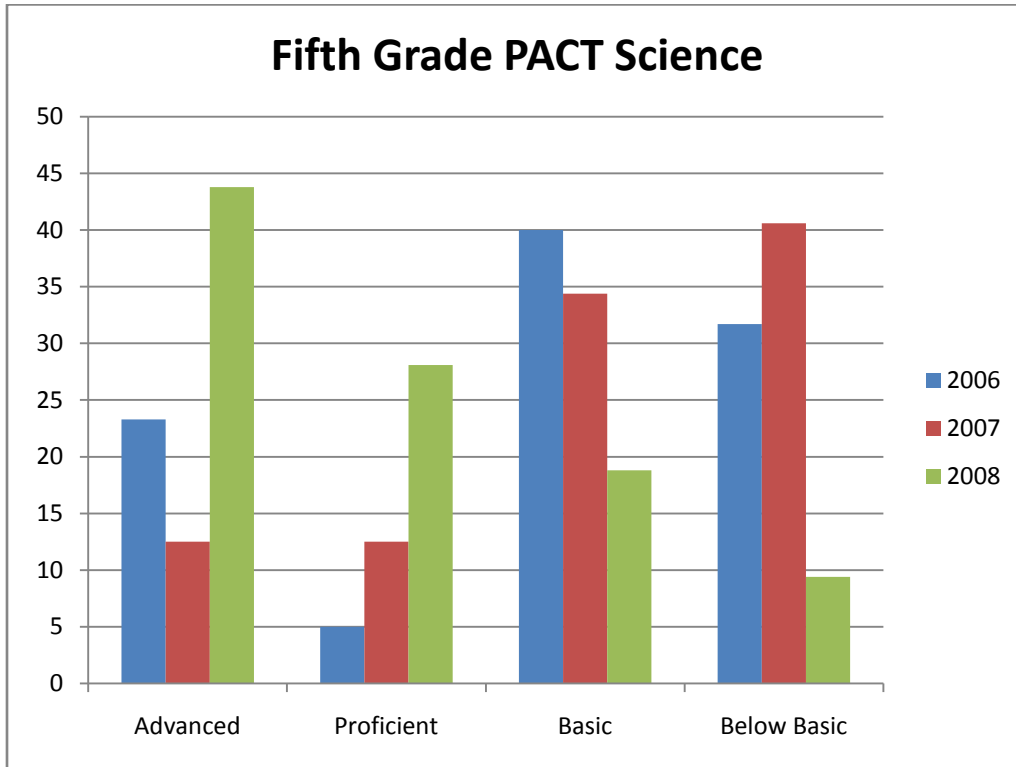




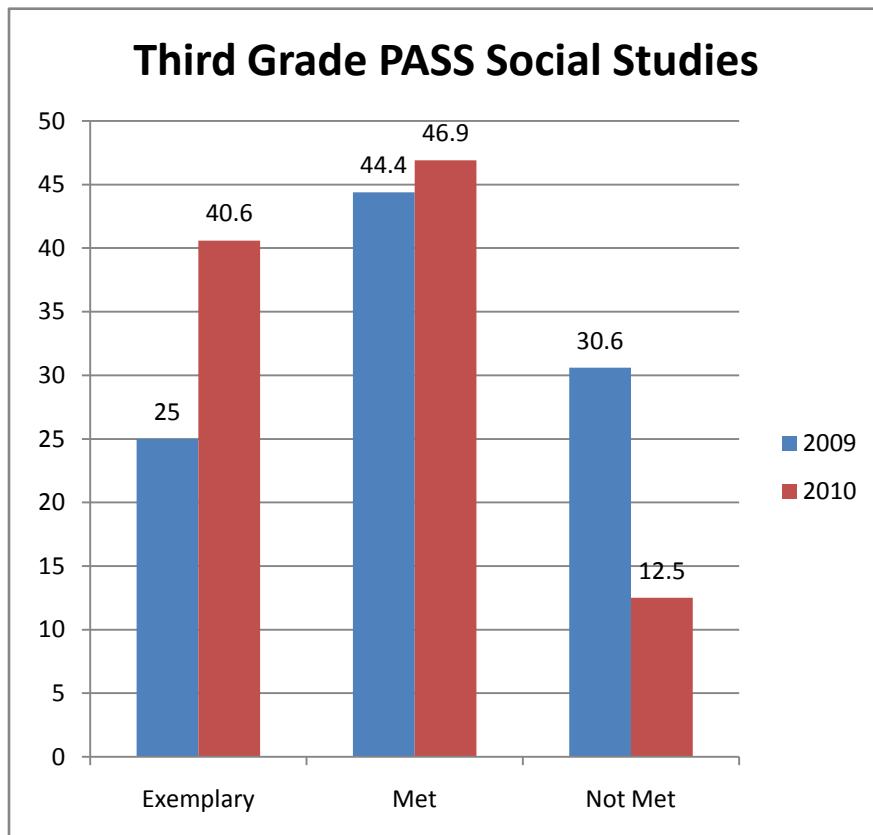
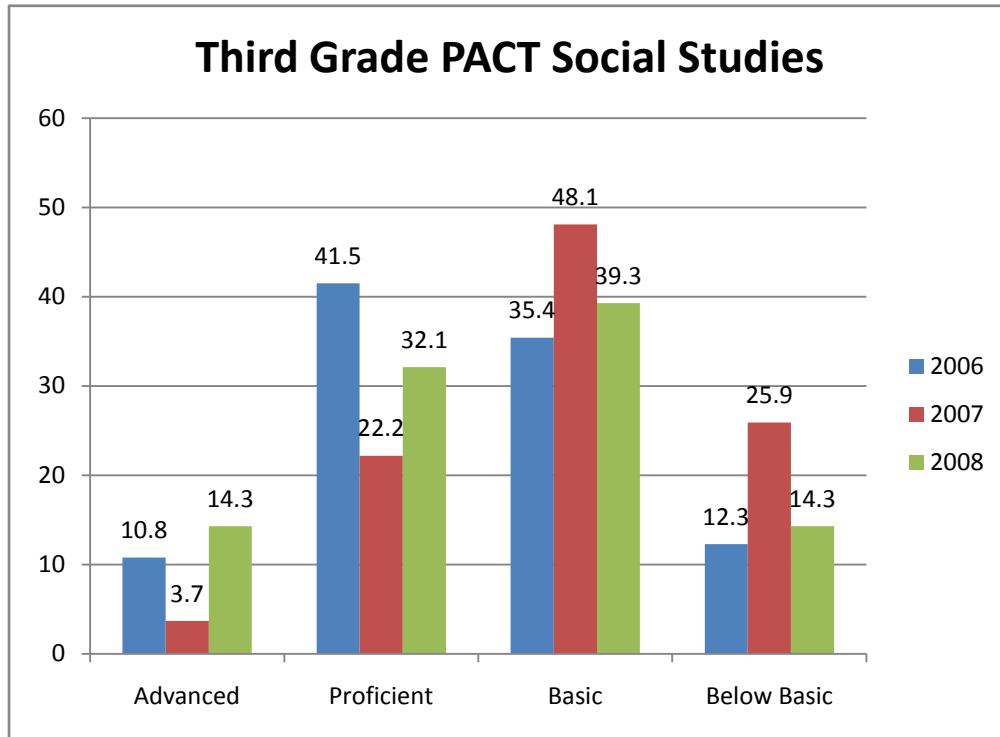
PACT and PASS Science

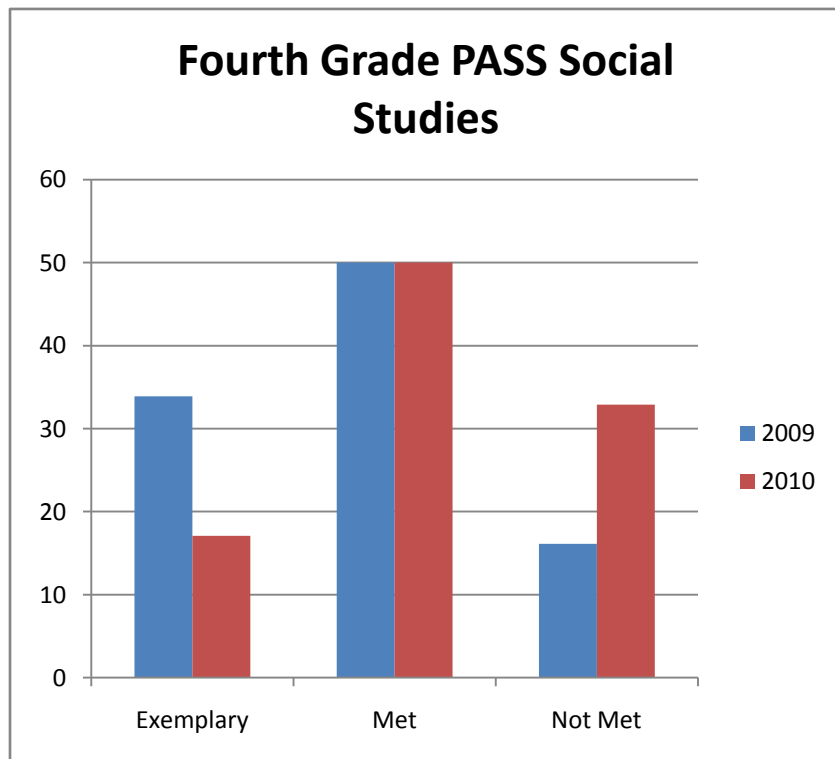
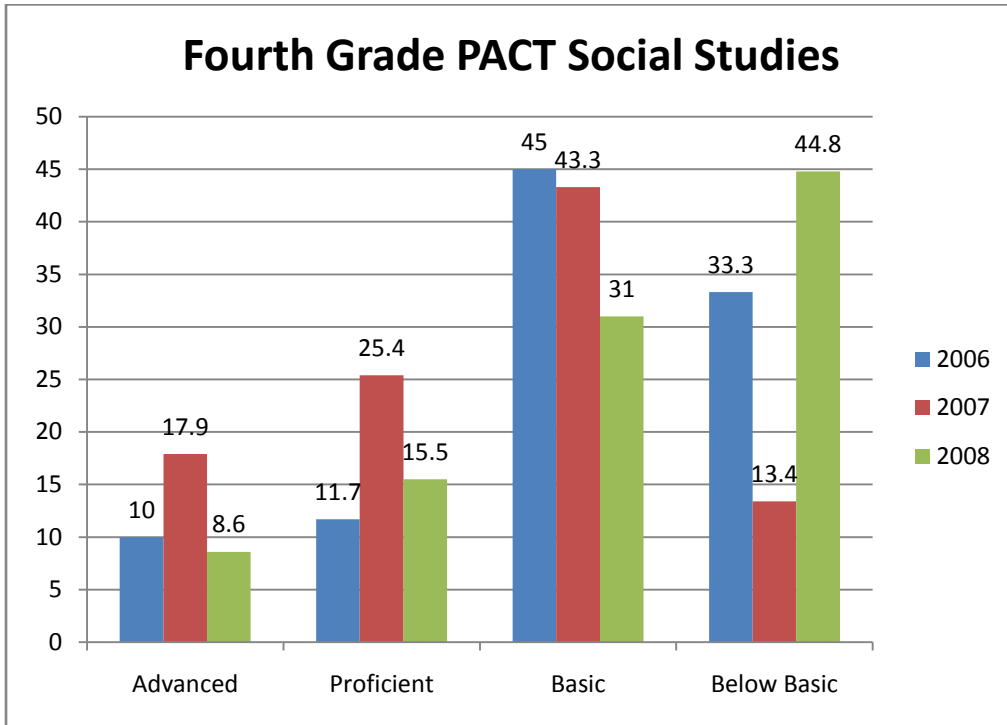


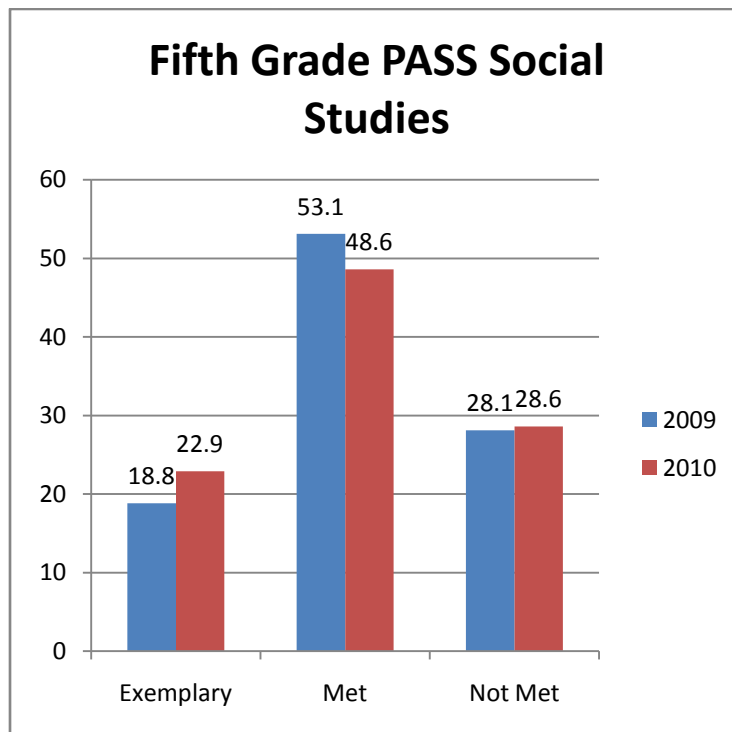
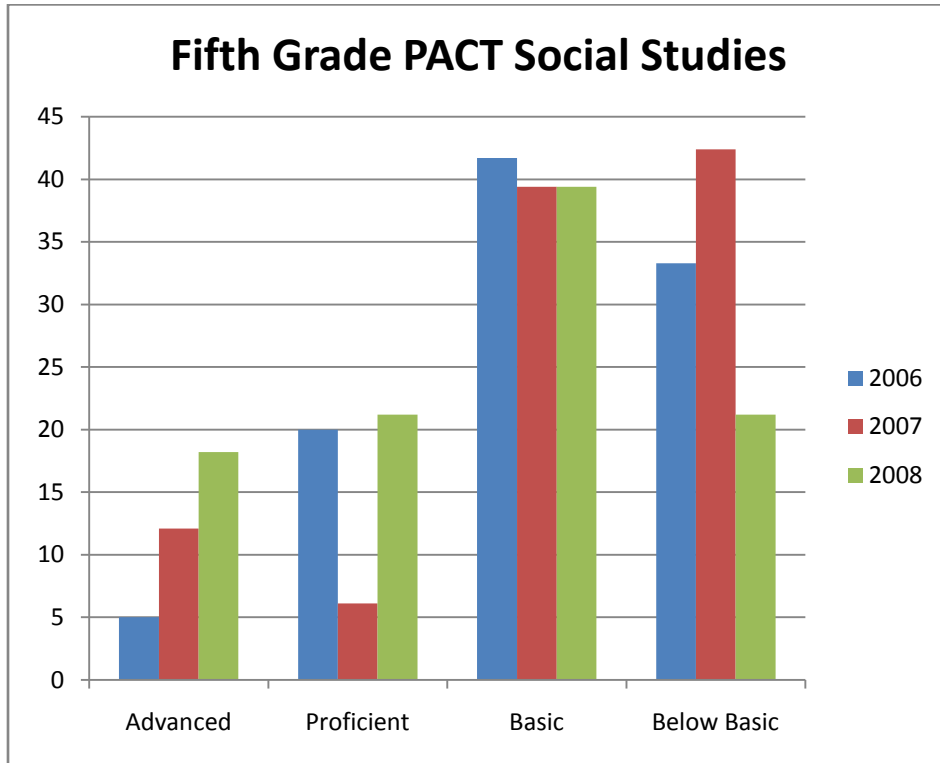




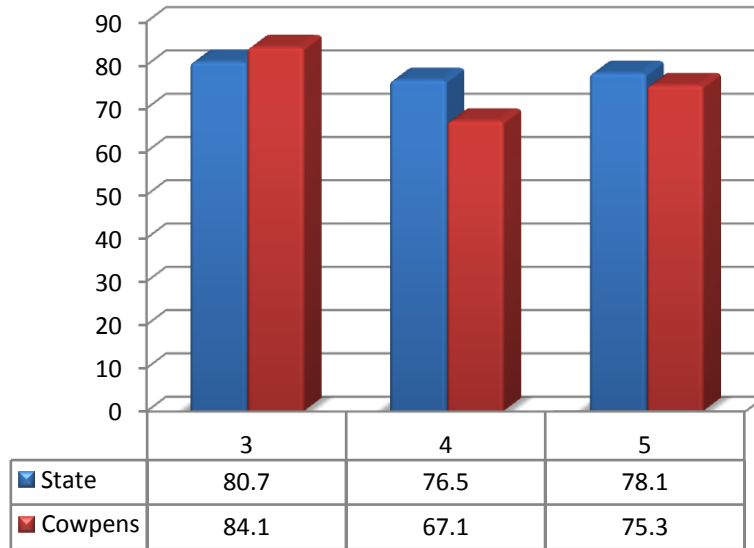
PACT and PASS Social Studies



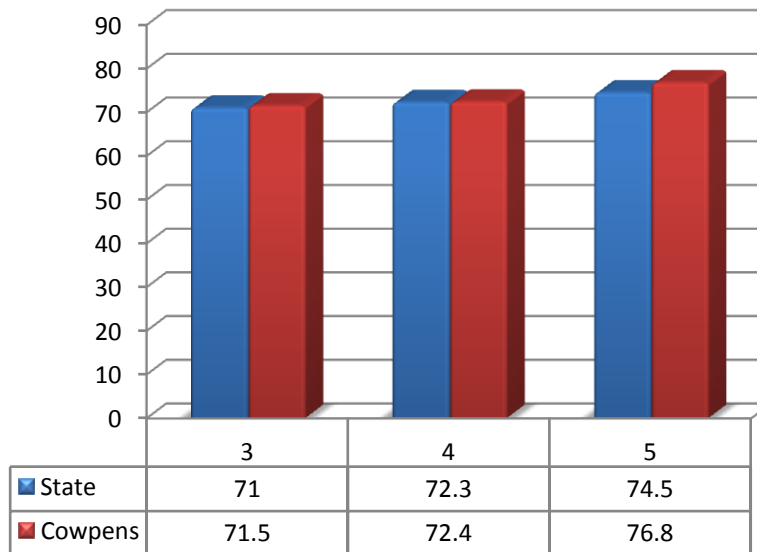




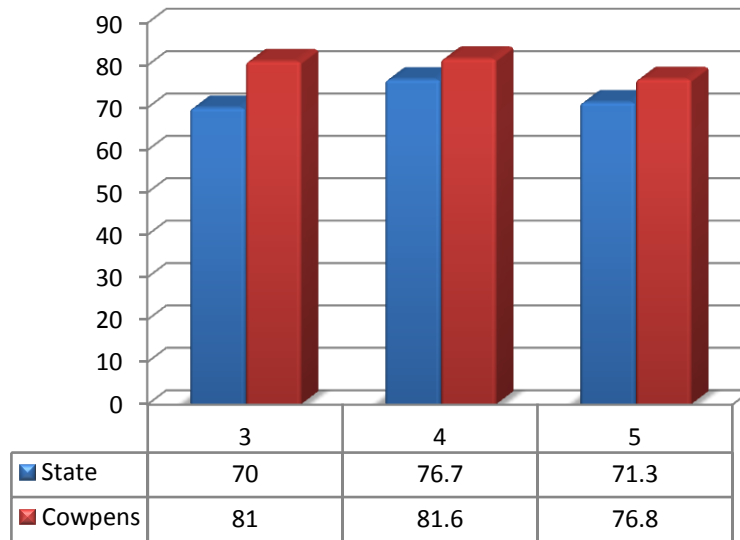
**2010 PASS Reading Compared to State
Percent Meeting or Exceeding Standard**



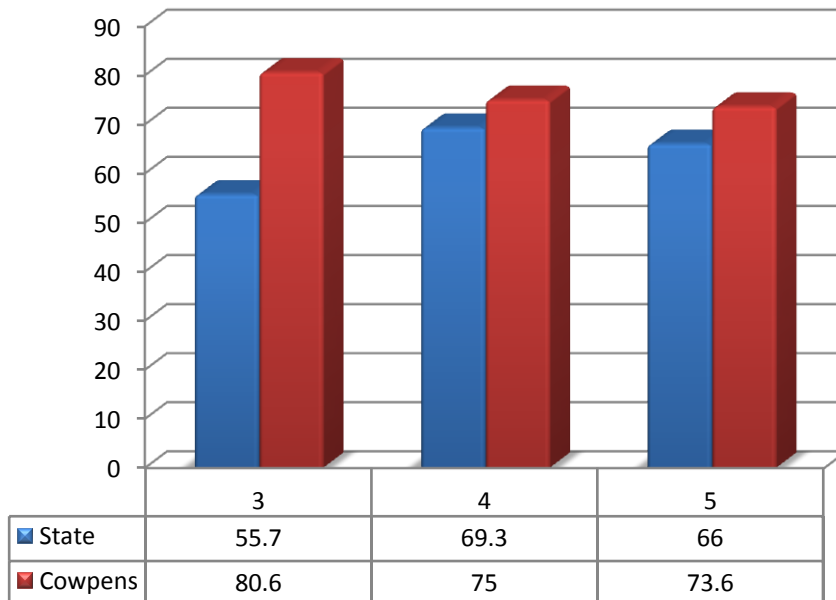
**2010 PASS Writing Scores Compared to State
Percent Meeting or Exceeding Standard**



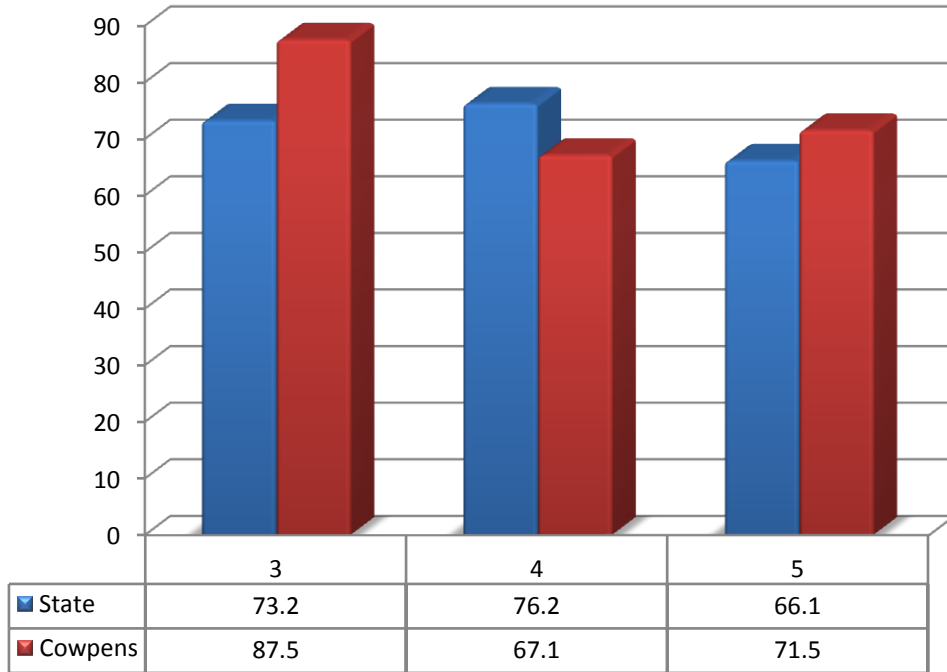
**2010 PASS Math Scores Compared to State
Percent Meeting or Exceeding Standard**



**2010 PASS Science Scores Compared to State
Percent Meeting or Exceeding Standard**



**2010 PASS Social Studies Scores Compared to State
Percent Meeting or Exceeding Standard**



Data and Analysis for School Culture

The school report card survey is completed by all teachers, fifth grade students and their parents.

Report Card Surveys

2006	Teachers	Students	Parents
Number Surveys Returned	29	49	39
% Satisfied with Learning Environment	100	87.7	84.6
% Satisfied with Social and Physical Environment	100	87.8	82
% Satisfied with School/Home Relations	100	87.8	69.2
2007	Teachers	Students	Parents
Number Surveys Returned	27	60	29
% Satisfied with Learning Environment	100	78.3	89.7
% Satisfied with Social and Physical Environment	100	85	86.2
% Satisfied with School/Home Relations	100	85	75.9
2008	Teachers	Students	Parents
Number Surveys Returned	25	60	35
% Satisfied with Learning Environment	100	95	97.1
% Satisfied with Social and Physical Environment	100	98.3	85.7
% Satisfied with School/Home Relations	100	88.3	88.6
2009	Teachers	Students	Parents
Number Surveys Returned	29	59	27
% Satisfied with Learning Environment	93.1	86.2	85.2
% Satisfied with Social and Physical Environment	96.6	88.1	84.6
% Satisfied with School/Home Relations	96.6	87.9	74.1
2010	Teachers	Students	Parents
Number Surveys Returned	31	61	38
% Satisfied with Learning Environment	99.4	90.2	86.8
% Satisfied with Social and Physical Environment	96.8	93.4	81.5
% Satisfied with School/Home Relations	100	88.5	86.8

The percentage of teachers who are satisfied with the learning, social and physical environment and with home school relations continues to be above 93%. The percentage of students' satisfaction rates averages 88.5% over the five year period for all three questions. A review of parent surveys shows a lower percentage average of 84% which is less than students and teachers for reporting satisfaction with the learning, social and physical environments and school/home relations.

SCHOOL RENEWAL PLAN FOR: Cowpens Elementary School

DATE: January 2011

Performance Goal Area:

Student Achievement etc.)
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL: 1

Students in grades K-5 must meet world class standards to function in the 21st century. World class standards are measured by performance on the following criteria areas:

1. At least 75% of the students assessed in grades 2-5 with MAP will meet their target growth goals in Math, Reading and Language.
2. The percentage of students in grades 3-5 who score met/exemplary in PASS ELA will increase from 79.4% in 2010-2011 to 100% in 2015-2016 as detailed below.
3. The percentage of students in grades 3-5 who score met/exemplary in PASS Math will increase from 79.0 in 2010-2011 to 100% in 2015-2016 as detailed below.
4. The percentage of students in grades 3-5 who score met/exemplary in PASS Social Studies will increase from 70% in 2010-2011 to 100% in 2015-2016 as detailed below.
5. The percentage of students in grades 3-5 who score met/exemplary in PASS Science will increase from 70% in 2010-2011 to 100% in 2015-2016 as detailed below.

INTERIM PERFORMANCE GOAL:

The percentage of all K-8 students meeting the established standards will increase as designated below.

DATA SOURCE(S):

PASS and MAP

OVERALL MEASURES:

Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
70% MAP	70% MAP	71%	72%	73%	74%	75%
79.4% PASS ELA	79.4% PASS ELA	79.4-84.9%	85.9-90.9%	91.9-95.9%	96.9-100%	100%
79.0% PASS Math	79.0% PASS Math	70-77%	78-84%	85-92%	93-100%	100%
70% PASS Social Studies	70% PASS Social Studies	70-77%	78-84%	85-92%	93-100%	100%
% PASS Science	% PASS Science					

* Represents projections of improvement

ACTION PLAN for Goal: Student Achievement**Strategy 1:** Use test results to design interventions and prepare students for district, state and national testing.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Administer MAP to students in reading, math and language two to three times per year and data used to inform instruction	Continued	Principal and Teachers	12,000	District	Student Achievement Growth, MAP and PASS data
Administer DRA 3 times per year to students in K-1 and used to inform instruction	Continued	Principal and Teachers	1,200	District and Title I	Student Achievement, DRA data
Administer DRA to 2 nd Grade students at the beginning and end of year and to selected students as needed	Continued	Principal and Teachers	1,000	District and Title I	Student Achievement, DRA data
Administer DRA to 3 rd -5 th Grade students in the bottom quartile on MAP	Continued	Principal and Teachers	1,000	District and Title I	Student Achievement, DRA data
Develop classroom assessments using resources such as Flanagan's and Teacher Toolbox	2011-2014	Instructional Coaches, Teachers, and Principal	5,000	District and Title I	Completed Curriculum Guide including Unit Assessments
Continue using data from DRA to plan instruction in LEAP and small groups	2011-2016	Teachers and School Reading Specialist	4,000	School, District and Title I	DRA Results and Lesson Plans
Schedule weekly grade level meetings with coaches to strengthen balanced literacy	2011-2016	Principal and Instructional Coaches	NA	NA	Minutes
Form data teams to examine assessments and results	2011-2016	Principal, Teachers and Instructional Coaches	1,000	School and District	Data Team Reports

ACTION PLAN for Goal: Student Achievement					
Strategy 2: Provide developmentally appropriate standards based, rigorous curriculum, instruction, and assessments at each grade level with common academic expectations.					
Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Differentiate instruction using leveled texts across all subject areas	Continued	Instructional Coaches, Principal and Teachers	15,000	District and Title I	Student Achievement for each Sub Group, MAP and PASS data
Continue use of MOOTB and Envision Math as resources for math instruction	Continued	Principal, Instructional Coaches and Teachers	3,000	District	Student Achievement, MAP and PASS data and Completed Curriculum Guides
Continue use of software in computer lab and classroom to deliver and differentiate instruction	2011-2013	Principal, Teacher Committee	10,000	District	Software Installed
Continue to use focus groups based on student need	Continued	Principal and Teachers	3,500	District	Schedules, MAP and PASS data and Lesson Plans
Continue to use balanced literacy K-5 as instructional model for English Language Arts	Continued	Instructional Coaches, Principal and Teachers	15,000	District and Title I	Lesson Plans, Classroom Observations and Student Achievement
Continue to serve K-1 students in LEAP class lead by reading teacher	Continued	Reading Teacher and Principal	20,000	District and Title I	LEAP Lesson Plans and Student Achievement
Continue to use science kits	Continued	Instructional Coach, Principal and Teachers	5,000	District and Title I	Student Achievement on PASS Science
Continue to use notebooking strategies in math and science grades K-5	Continued	Instructional Coach, Principal and Teachers	5,000	District and Title I	Student Achievement on PASS Science and Math, MAP data

Use scope and sequence from district curriculum located in Curriculator to deliver SC Standards for ELA, Math, Science and Social Studies	Continued	Instructional Coaches, Principal and Teachers	3,000	District and Title I	Student Achievement MAP and PASS data and Teacher Long Range Plans
Integrate reading strategies in all content areas through the use of classroom libraries	2011-2016	Coaches, Principal and Teachers	25,000	School, District and Title I	Lesson Plans and MAP and PASS data
Implement career development and awareness activities within the curriculum	2012-2016	Principal, Guidance Counselor and Teachers	1,500	District	Classroom Observations and Long Range Plans
Provide field studies that relate to academic standards	2011-2016	Principal and Teachers	10,000	School, District and Title I	Lesson Plans
Implement a LEAP model in grades 3-5	2013-2016	Assistant Superintendent for Curriculum and Instruction, Principal, Reading Coach	Salary schedule and 30,000	School, District and Title I	Lesson Plans

ACTION PLAN for Goal: Student Achievement					
Strategy 3: Utilize resources and provide interventions for students to assist them in meeting standards.					
Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Provide before, during and after school academic assistance for students performing below grade level	Continued	Principal and Teachers	13,000	Academic Assistance	Student Achievement, MAP and PASS data
Continue to utilize focus groups to provide enrichment and remediation for students through small group instruction based on need	Continued	Principal and Teachers	3,500	Academic Assistance and Title I	Student Achievement MAP and PASS data
Implement the Fountas and Pinnell A to Z Benchmark Assessment System in grades 3-5	2011-2012	Assistant Superintendent for Curriculum and Instruction, Principal, Reading Coach	650	District Funds	Assessment Results and MAP and PASS data
Implement the use of Leveled Literacy kits for at-risk in grades 2-5	2011-2012	Principal and Reading Coach	5,000	District Funds	Assessment Results and MAP and PASS data
Continue small group instruction in the classroom based on student need	Continued	Principal and Teachers	2,500	District and Title I	Student Achievement and MAP, DRA and PASS data
Provide summer program to rising first, second and third grade students	2011-2016	Principal and Teachers	25,000	Academic Assistance and Title I	Student Achievement and DRA data
Continue a formal pre-assessment prior to formal testing of students to determine if there is a disability	2011-2016	Principal and Special Education Teacher	2,000	District	Assessment Results, MAP and PASS data
Provide weekly care team meetings for at-risk students	2011-2016	Guidance, School Psychologist and Special	2,000	District	Minutes and Schedule

		Education Teacher			
Continue to provide ESOL services	2011-2016	ESOL Teacher	Salary Schedule	District	Schedule, ELDA results and MAP and PASS data
Provide service for gifted and talented academic and visual and performing arts and special education program models to increase student achievement	2011-2016	Teachers and Director of Special Education	12,000	District	Schedule and MAP and PASS data
Continue integration of newest technology offered into all classrooms	2011-2016	Assistant Superintendent for Curriculum and Instruction, Director of Technology, Principal and Teachers	10,000	District	Lesson Plans

SCHOOL RENEWAL PLAN FOR: Cowpens Elementary School

DATE: January 2011

Performance Goal Area:

Student Achievement etc.)
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL: 1
(desired result of student learning)

100% of faculty will be highly qualified and consistently demonstrate excellence in job performance.

INTERIM PERFORMANCE GOAL:

1. 100% of Induction teachers will successfully meet state Adept requirements.
2. 100% of teachers undergoing formal evaluation will successfully meet state Adept requirements.
3. 100% of teachers engaged in goal based evaluation will successfully meet state Adept requirements.
4. 100% of teachers will successfully meet district student achievement expectations.

DATA SOURCE(S):

Adept Safe-T
Goals based evaluation forms (GBE)
District Instructional Improvement Plans

OVERALL MEASURES:

Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
90%	100%	100%	100%	100%	100%	100%

* Represents projections of improvement

ACTION PLAN for Goal: Teacher and Administrator Quality

Strategy 1: Provide quality professional development to increase the knowledge base of all teachers in order to provide research based practices to all subgroups of students.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Schedule and train school faculty to teach focus groups to enhance differentiated instruction	2011-2016	Principal, Instructional Coaches and Teachers	3,500	District and Title I	Student Achievement and Professional Development Schedules
Continue collaboration between each grade level	2011-2016	Principal and Teachers	3,500	District and Title I	Student Achievement and Professional Development Schedules
Review district curriculum, SC support documents and align instruction with required curriculum indicators	2011-2016	Principal, Instructional Coaches and Teachers	6,000	District and Title I	Student Achievement and Professional Development Schedules
Provide professional study for 4K-5 teachers to help them better implement researched based practices	2011-2016	Coaches, Principal and Teachers	7,000	District and Title I	Student Achievement and Professional Development Schedules
Provide staff development time for K-5 teachers to collaborate with the district coaches to better implement researched based practices for assessment and instruction across all subjects	2011-2016	Principal, Instructional Coaches and Teachers	6,000	District and Title I	Student Achievement, Teacher Long Range Plans, Lesson Plans, Classroom Observations and Assessments

ACTION PLAN for Goal: Teacher Administrator Quality**Strategy 2:** Maintain a highly qualified workforce through hiring and consistent monitoring.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Hire highly qualified faculty and staff	Continuing	Personnel and Principal	According to Salary Schedule	District and Title I	Personnel Records
Schedule time for common planning among and between grade level teams	Continuing	Principal		NA	Master Schedule
Schedule planning time with instructional coaches	Continuing	Principal and Assistant Superintendent	8,500	District and Title I	Schedule for Instructional Coaches
Conduct walk through and formal evaluations in classrooms	2011-2016	Principal	NA	NA	Record of Classroom Observations
Conduct grade level meetings with principal to review instructional practices and assessment	Continuing	Principal and Teachers	NA	NA	Calendar of Grade Level Meetings
Conduct principal/teacher conferences to review MAP, PASS and DRA data	Continuing	Principal and Teachers	NA	NA	Schedule of Meetings
Write goals based evaluations based on student achievement data and school initiatives	Continuing	Principal and Teachers	NA	NA	Goals Based Evaluations

ACTION PLAN for Goal: Teacher Quality					
Strategy 3: Provide teacher training to ensure technology proficiency and effective use of technology for instruction.					
Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Schedule district technology coach to provide staff development	Continuing	Principal and Technology Coach	Salary Schedule	District	Schedule of Professional Development
Implement Math and Science Technology Spotlight events to allow students to present learning to their parents using technology	2012-2016	Principal and Teachers	5,000	Title I	Agendas and programs for Math Science Technology Events
Research and purchase software to provide high quality instruction for students	2011-2013	Principal and Teachers	7,000	District	Installation of New Software
Ensure collaboration between teachers and media specialist to instruct and publish student learning using technology	2011-2016	Principal and Teachers	NA	District	Student Projects, Instructional Plans and Schedules
Provide staff development to integrate research skills with content areas using technology for student learning and publication	2011-2016	Principal and Teachers	2,000 per year	Title I and District	Schedule of Professional Development
Provide professional development to maintain current and high quality information on the school and class web pages	Continuing	Principal, Teachers and Technology Coach	4,000	Title I and District	Schedule of Professional Development, School Web Page Review

SCHOOL RENEWAL PLAN FOR: Cowpens Elementary School

DATE: January 2011

Performance Goal Area:

Student Achievement etc.) Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL: 1
(desired result of student learning)

School community and parent relations will improve to an average of 95% satisfaction measured by parent, teacher and student survey results.

- 95% of teachers, students and parents are satisfied with the learning environment
- 95% of teachers, students and parents are satisfied with the Social and Physical Environment
- 95% of teachers, students and parents are satisfied with School/Home Relations

INTERIM PERFORMANCE GOAL:

See data below

DATA SOURCE(S):

School Report Card Surveys

OVERALL MEASURES:

Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
92.1%	92.7%	93.2%	93.7%	94.1%	94.6%	95%
90.6%	91.2%	92%	92.7%	93.4%	94.2%	95%
91.8%	92.3%	92.8%	93.3%	93.8%	94.4%	95%

* Represents projections of improvement

ACTION PLAN for Goal: School Climate					
Strategy 1: Put systems in place that maintain safety and security.					
Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Review safety procedures and manuals with district consultant and staff	2011-2016	Director Pupil Services, Principal, School Safety Teams	NA	District	Review of Safety Manuals, Implementation of District Wide Codes
Carry out monthly safety drills	Continuing	Principal	NA	District	Record of Monthly Safety Drills
Participate in table top exercises for safety at least two times per year	2011-2016	Director Pupil Services, Principal, School Safety Teams	5,000	District	Record of Safety Drills and Exercises
Check security cameras and equipment for proper operation	Continuing	District Maintenance Department and Principal	1,500	District	Review of Equipment
Provide staff development to review school emergency and safety procedures	Continuing	Director Pupil Services, Principal	2,000	District	Record of Professional Development
Communicate safety procedures to parents in writing and during meetings	Continuing	Principal	5,000	Title I and District	School Newsletters, Student Handbook and SIC Minutes
Install a drivers license scan in front office for visitors	2011	Technology Department	3,000	District	Equipment in Place and Operational, Report of Visitors Signing In and Out

ACTION PLAN for Goal: School Climate					
Strategy 2: Provide a nurturing, healthy and positive school environment for students and staff					
Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Offer Mileage Club and Sports Camps	Continuing	Principal and PE teacher	4,500	District	Schedule of Clubs
Continue with character education program including program to prevent bullying	Continuing	Principal and School Counselor	2,500	District, PTO	Long Range Plans, Lesson Plans and Classroom Observations
Provide incentives and rewards for positive school citizenship	Continuing	Principal and Teachers	1,500 per year	PTO, Title I, School and District	Awards Received and Presented
Recognize teachers for their accomplishments	Continuing	Principal and Teachers	1,000 per year	School	Rise N Shine, Newsletter, Website and Cougar Pride Board
Publish a monthly school newsletter which includes student recognition for citizenship and achievement	Continuing	Principal and Teachers	4,000	School Funds	Published Newsletters, Website
Survey parents and community for input regarding school programs and parental involvement and review with SIC/Title I advisory, faculty and staff	Continuing	Principal and Teachers	1,000	Title I and District	Record of Surveys, Analysis of Surveys, Minutes of Faculty Meetings and SIC Meetings

ACTION PLAN for Goal: School Climate					
Strategy 3: Research and incorporate effective intervention models that will increase the percentage of students who stay in school and graduate.					
Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Research and implement summer school program for rising 1 st and 2 nd grade students	2011-2016	Principal and Teachers	20,000 per year	District, Academic Assistance	Schedule and Calendar of Summer School, Review of DRA Data and Student Enrollment
Provide opportunities for student involvement in school such as student council, PEER Helpers and other before and after school clubs	Continuing	Principal and teachers	4,500 per year	District, Title I and School	Schedule of Activities and Student Enrollment
Provide academic assistance for at-risk learners before school, after school and during school	Continuing	Principal and Teachers	15,000 per year	District Academic Assistance	Calendar of After School Program, Review of Student Attendance and Achievement
Revitalize a volunteer mentor/tutoring program for students	Continuing	Principal and Guidance Counselor	500 per year	School	Schedule of Volunteers, Record of Students Served
Research programs used by model schools to improve student achievement and parent satisfaction with school	2012	Principal and Teachers	2,500 per year	Title I and District	Record of Visits
Continue Wee Deliver in-school mail program	Continuing	Principal and committee members	500 per year	School	Documents and Policies of Program
Revise school communication plan annually to strengthen two way communication between school and school community	Continuing	Principal and Committee Members	500	District and School	School Communication Plan, Analysis of Parent Surveys